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ABSTRACT

Two exemplary projects developed to maximize student options through the sharing of facilities, programs, and options were evaluated. The Remedial-Developmental Program developed a communications network between McKinley and Roosevelt High Schools and Kapiolani Community College to share student information and use it for individual student followup. An Articulated School Alienation Program integrated the existing Hawaii Department of Education Special Motivation counseling services and appropriate academic courses at McKinley and Roosevelt High Schools with the vocational training program at the Employment Training Office in order to promote vocational exploration placements for alienated students. Analyses of scores of the Stanford TASK (Tests of Academic Skills and Knowledge) and Community College Placement Tests for Roosevelt and McKinley students did not confirm or disconfirm the need for remedial courses at the community college level. An evaluation of the Articulated School Alienation Program indicated that students received vocational exploration experiences in the Employment Training Facilities and practical career exploration experiences in community settings. The integration of career relevant skills (such as arithmetic skills) in the courses received favorable evaluation. All objectives of both projects were met or partially met. (Appendixes, amounting to approximately two-thirds of the report, include scattergrams of test results, correspondence, and evaluation instruments.) (YLB)

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RESOURCE SHARING AND PUBLIC EDUCATION

PROJECT EVALUATION REPORT

submitted by

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Evaluation Report

Resource Sharing and Public Education

This project consisted of two independent project components. The first is identified as the Remedial and Developmental Component, conducted at McKinley and Roosevelt High Schools, and Kapiolani Community College. The second component was the Articulated School Alienation Program, Alternate Learning Center located at 847 Moowaa St. in Kapalama; and involving the Employment Training Office for vocational exploration placements.

The goal of the project was to establish and operate "two exemplary projects...to maximize student options through the sharing of facilities, programs, and options". The project was contracted by the Superintendent of the State Department of Education, and the State Director for Vocational Education. The program planning development, operational and evaluation activities were undertaken during the period of May 1, 1985 to May 31, 1986. The Office of Vocational Education monitored the project, and identified project objectives and activities as follows:

Project: (1) An Articulated School Alienation Program

Objective: To integrate the existing DOE Special Motivation counseling services (changed to "Alternate Learning Center Counseling") and appropriate academic courses at McKinley and Roosevelt High Schools with the vocational training program at ETO.

Activities:

1. Establish Alternate Learning Center at Kapalama
2. Select 10 to 15 students for General Education component
3. Select 8 to 10 students for Vocational Preparation component (Changed to "Each of the two participating schools...will select 8 to 10 students for the program." "Selected students will receive integrated instruction focused on the acquisition of basic knowledge and skills, the mastery of essential competencies, and specific vocational training in food preparation and baking."
4. Select faculty and staff to conduct program
5. Plan implementation of program
6. Set up counseling sessions with students regarding career goals.

7. Set up counseling sessions with students to utilize general education and counseling support services.

8. Articulate curriculum of program

9. Articulate method of teaching

10. Identify instructional resources and needs

11. Develop evaluation procedure

12. Set up goals to be accomplished in program

13. Evaluate goals

14. Begin report

Project: (2) Remedial-Developmental Program

Objective: To develop a communications network between McKinley and Roosevelt high schools, and Kapiolani Community College in order that student information will be shared and used for individual student follow-up.

Activity:

1. Establish communication on a continuing basis between Kapiolani CC and DOE personnel

2. Develop procedure for sharing course and test information

Objective: Determine student need in order to implement appropriate course changes for the Remedial-Developmental program.

Activity:

1. Select 300 tenth grade students for assessment test battery

2. Design KCC assessment test battery

3. Set up KCC campus orientation program

4. Conduct assessment test battery

5. Compile results

6. Evaluate results

7. Set up counseling interviews with student participants

8. Identify committee to plan and evaluate appropriate course changes

9. Begin report

10. Begin implementing course changes

The report which follows will address these objectives and activities. The evaluations are based on direct and indirect procedures, observations, interviews and analyses. This evaluation does not intend to praise or criticize the performances of individual staff members in their usual professional duties. Rather, it will attempt to evaluate the effectiveness of the project activities relative to the project goals.

Remedial and Developmental Component

This component included two primary activities: 1. administration of the Community College Placement tests to 10th grade students, from McKinley and Roosevelt High Schools and, 2. discussions pertaining to the articulation of the Mathematics and English curricula. In conjunction with the first activity the students visited the Pensacola and Fort Ruger campuses of K.C.C., and received orientation information about the various college programs.

The objectives for the Remedial-Developmental component were:

1. To develop a communications network among McKinley and Roosevelt high schools, and Kapiolani C.C. in order that student information will be shared and used for individual follow-up.

2. To utilize the network to share information relating to course content and course entry level requirements in order to assist students in their decision making and to provide appropriate staff with information to modify courses, if warranted.

3. To increase students' awareness of vocational and other career options available at the C.C.'s, and the expected level of student performance in basic skills at the course entry level.

4. To increase the number of students participating in academic skill building and other readiness activities while still in high school.

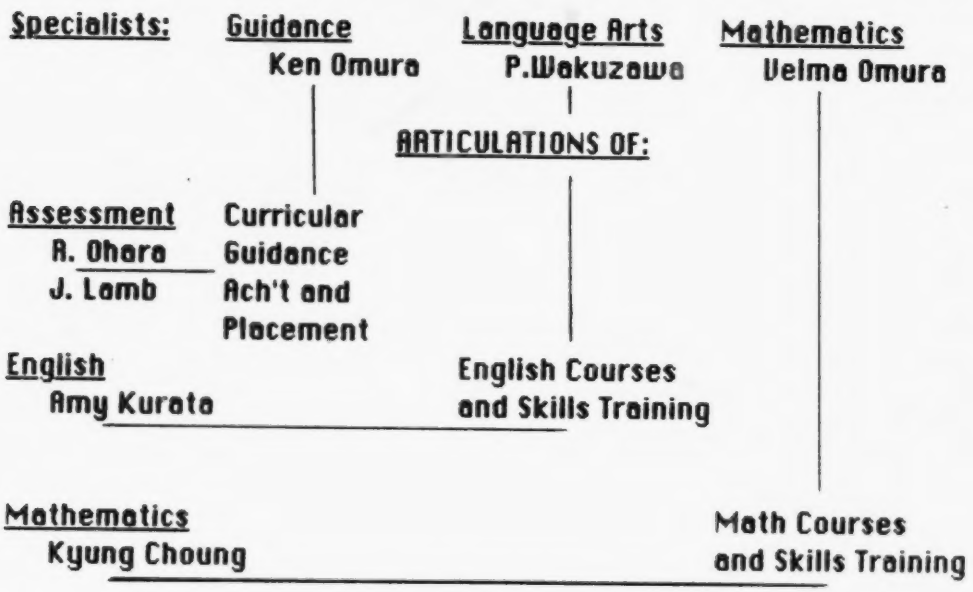
The staff members in the communications network involved in planning and conducting the activities are identified in the chart on the following page. Planning meetings were held during the Fall semester to detail the coordination of activities. The selection of student groups, procedures for the testing and orientation visit, and scheduling of the curricula meetings were joint decisions evolving from the planning meetings. The Minutes of one of these meetings is included in the appendix. These reflect the extent of staff involvement. Earlier planning meetings enabled the school and college counselors, DOE Educational Specialists, and C.C. staff to discuss their mutual interests in student development. These meetings and project activities represent "firsts" in the collaboration of DOE and CC personnel. They were evaluated as "very successful", and "very worthwhile" by staff from the College, District, and School levels.

disabled.

RESHAPE Project

Remedial and Developmental Component

Project Coordinators: Claudio Suyat, Superintendent, Honolulu Schools
John Morton, Provost, Kapiolani Community College



Interpretations of Test Analyses

The summary statistics for the distributions of Stanford TASK and Community College Placement Tests for Roosevelt and McKinley students are presented in Table 1. The students from McKinley H.S. were slightly higher in reading achievement, on both the Stanford TASK and Nelson Denny Reading tests. There are implications for the numbers of students at each school who would be programmed in remedial reading classes, if they were to obtain such placement scores on their admission to Community College. There were 6 students in the Roosevelt H.S. sample of 118 students who obtained Nelson-Denny Reading grade equivalent scores below the 6th grade level; 7 between 6.2 to 6.8 grade equivalent, and 13 between 7.0 to 7.9 grade equivalent. In contrast to this there was only 1 of the 69 McKinley H.S. students who obtained a grade score below 7.0 and 6 below the 7.9 grade equivalent. If these students were to obtain these reading scores on their entrance to Community College, then 10 percent of the McKinley sample and 22 percent of the Roosevelt sample would be programmed in remedial reading courses. If, however, prior rates of reading development could be projected for these students in the remaining 1 and 1/2 years of high school, as obtained in the prior 10 and 1/2 years of schooling, then there would be only about 7 percent who would obtain scores below the 8th grade level, and require remedial reading instruction. If that percentage would prevail for incoming students, then it might be more efficient and more economical to program community college students with reading difficulties through a clinical reading center, with peer tutors. This is not to infer that remedial reading courses would be unnecessary in community college curricula, but rather that the efficacies of learning centers, peer tutors, study labs, and semester courses; or combinations of courses and learning centers, could be evaluated with current and incoming students. The Community College Placement test scores for these mid-stanine 10th grade students do not provide a critical test of the need for high school level remedial and developmental courses in the Community College curriculum. The score distributions cannot confirm, nor disconfirm the need for remedial courses. Inasmuch as the community colleges do not routinely obtain high school transcripts and previous test scores for their incoming students, the proportions of their students who were at 1st, 2nd and 3rd stanine levels on high school achievement tests, and identifications of students previously enrolled in SLEP, Second Language English Programs, cannot be determined from their admissions data. It is possible that a majority of students who fail to pass the placement test criteria are from these sources, rather than from mid-stanine achievement levels. There may also be a number of high school dropouts, lacking in basic academic skills, enrolled in the CC remedial courses. It would appear that knowledge about the educational backgrounds of students currently enrolled in remedial courses would be needed for prevention strategies.

The correlations of the Community College Placement test scores with the Stanford TASK scores for the Roosevelt and McKinley High School students are presented in Tables 2 and 3 respectively. The correlations between the test distributions were higher for the sample of students from Roosevelt,

Table 1

Summary Statistics for H.S. Stanford TASK and CC Placement Test

Tests	Roosevelt H.S. n	Mean	S.D.	Range	McKinley H.S. n	Mean	S.D.	Range
Stanford								
Rdg. R.S.	103	55.1	10.77	32 - 75	69	57.6	7.38	38 - 68
Rdg. Stn.	103	4.8	1.37	3 - 9	69	5.0	.84	3 - 7
Engl. R.S.					69	54.7	5.49	42 - 67
Engl. Stn.					69	5.2	.95	4 - 9
Math R.S.	103	37.3	7.21	17 - 47	69	37.0	5.20	24 - 47
Math Stn.	103	5.4	1.35	3 - 8	69	5.2	.95	3 - 8
Nelson Denny								
Voc. Rt.	118	30.9	9.79	10 - 58	69	33.4	11.80	13 - 80
Comp. Rt.	118	17.3	4.60	5 - 28	69	20.4	4.56	9 - 31
V&C	118	65.6	16.55	30 -105	69	74.3	16.91	44 -142
Grade Eq.	118	9.8	2.37	3.9- 14.5	69	11.0	2.04	6.6- 16.9
Mathematics								
Pt. 1 Rt.	118	9.4	2.69	4 - 15	69	9.2	2.03	4 - 13
Pt. 2 Rt.	118	7.8	3.82	0 - 15	69	8.0	3.85	0 - 14
Total	118	21.2	8.02	7 - 41	69	20.1	6.58	8 - 36

Table 2

Correlations of CC Placement Tests with Stanford TASK Scores for Roosevelt H.S. Students

CC Placement	Stanford TASK Scores			
	Rdg. R.S.	Rdg. Stn.	Math R.S.	Math Stn.
Nelson Denny				
Voc. Rt.	.70	.67		
Comp. Rt.	.51	.46		
V&C	.69	.65		
Grade Eq.	.70	.65		
Mathematics				
Pt. 1 Rt.			.57	.59
Pt. 2 Rt.			.71	.74
Total			.68	.70

Table 3

Correlations of CC Placement Tests with Stanford TASK Scores for McKinley H.S. Students*

CC Placement	Stanford TASK Scores					
	Rdg. R.S.	Rdg. Stn.	Engl. R.S.	Engl. Stn.	Math R.S.	Math Stn.
Nelson Denny						
Voc. Rt.	.40	.32	.33	.29		
Comp. Rt.	.33	.27	.26	.25		
V&C	.45	.37	.37	.33		
Grade Eq.	.51	.44	.40	.35		
Mathematics						
Pt. 1 Rt.					.29	.20
Pt. 2 Rt.					.48	.45
Total					.42	.37

*n = 69

than for the sample from McKinley High School. The Stanford TASK English test scores were not included with the Roosevelt test data. Because of the differences in reading achievement level, and in the intertest correlations, the student samples were not collapsed. Because of the reduced range of individual differences in the two samples the correlations would not be as high as would be obtained for the full range. The wider range of differences in the Roosevelt student group, and the larger sample may have contributed to the higher test correlations observed in that group.

Although the student groups were both representative of the mid-stanine levels on the Stanford Tests of Academic Skills and Knowledge, the sample from Roosevelt included relatively more at the 3rd and 4th stanine levels, than from McKinley. It is also possible that the group testing conditions may have been different for the two groups, resulting in the difference between moderately low correlations for the McKinley sample, and the moderately high correlations for the Roosevelt sample. Subsequent test analyses were conducted separately for each school group.

Inasmuch as the Nelson-Denny grade-equivalent scores are used for placements of students in remedial reading classes, the means and ranges of the grade equivalent scores were computed for each of the Stanford Reading stanine levels. These statistics for the Roosevelt sample are presented in Table 4. Of the 47 students in the 3rd and 4th stanines there may be about 15 to 18 who would be "at-risk" for subsequent enrollment in Community College remedial reading classes, for students reading below the eighth grade level. On the other hand the question of their need for remedial reading might also be considered at the junior and senior levels in high school.

The means and ranges of the Mathematics Placement test scores for the Stanford Mathematics stanine levels of the Roosevelt students are presented in Table 5. There are relatively fewer students who would be considered for remedial arithmetic classes at the Community College, if they were to present these Placement Test scores on admission. Peer tutoring and a Study Skills Center might be more efficient to serve the specific needs of such students, rather than remedial courses.

The Nelson-Denny means and ranges of scores for the Stanford Reading stanine levels of the McKinley students are presented in Table 6; and the Mathematics Placement means and ranges for the Stanford Mathematics stanine levels are presented in Table 7. The narrower ranges of Reading and Math stanine levels in the McKinley samples are apparent in these data.

Scatterplots of Nelson-Denny Vocabulary & Comprehension, and grade equivalent scores against the Stanford Reading raw and stanine scores, and of the Mathematics Placement Scores with the Stanford Mathematics raw and stanine scores are included in the appendix. These are included to illustrate the relationships among test scores. It is apparent in these scatter plots that the correlations are curvilinear, that is, at the sixth stanine and higher, the placement test scores tend to plateau, rather than maintain a continuous linear increase. This is not unexpected, particularly in the correlations of general educational development tests with placement tests.

Table 4

Means and Ranges of Nelson Denny Grade Equivalent Scores for Stanford TASK Reading Stanines for Roosevelt High School Sample

Stanford Rdg. Stanines	n	Nelson Denny Grade Equivalent Means	Ranges
3	15	6.8	3.9- 9.4
4	32	9.1	5.4-12.6
5	23	10.1	6.2-13.6
6	22	11.7	8.4-14.5
7	8	12.2	9.9-14.1
9	3	11.9	9.8-13.9
Missing	15	9.7	4.8-13.2

Table 5

Means and Ranges of Math Placement Total Scores for Stanford TASK Mathematics Stanines for Roosevelt High School Students

Stanford Math Stanines	n	Mathematics Placement Scores Means	Ranges
3	8	13.3	7-24
4	21	15.0	9-24
5	25	19.2	10-33
6	27	25.0	12-39
7	15	31.9	25-41
8	7	28.1	20-40
Missing	15	16.5	11-27

Table 6

Means and Ranges of Nelson Denny Grade Equivalent Scores for Stanford TASK Reading Stanines for McKinley H.S. Sample

Stanford Rdg. Stanines	n	Nelson Denny Grade Equivalents	
		Means	Ranges
3	1	7.8	--
4	20	9.9	6.6-16.9
5	26	11.4	8.4-14.5
6	21	12.1	9.4-13.9
7	1	9.0	--

Table 7

Means and Ranges of Mathematics Placement Scores for Stanford TASK Mathematics Stanines for McKinley High School Students

Stanford Math Stanines	n	Mathematics Placement Scores	
		Means	Ranges
3	1	14.0	--
4	17	17.6	10-32
5	22	17.7	8-28
6	26	23.9	14-36
7	2	26.5	23-30
8	1	13.0	--

Discussion: It is generally acknowledged that reading skills are central to academic achievement. It may be unfortunate, however, that the grade equivalent scores from the Nelson-Denny are the sole criteria for enrollments in remedial reading courses. To illustrate this point: a student with a grade equivalent score of 7.8 on the Reading placement test may have better oral communication skills, better listening comprehension and listening attitude, and better writing skills, than another student with a grade equivalent reading score of 9.0. The former student would be enrolled in a remedial course, and the latter would not. Successful performances in certain curricula and careers may be more critically related to aural-oral communication skills rather than to reading skills. Writing skills may be more critical for other careers and curricula than reading skills. The aural-oral and written communication skills are integral and developmental in those curricula whereas reading is general, and justified as a specific academic skill, independent of career applications.

It is true that oral and written communication skills are correlated with reading skills; however, it is also true that some students, with reading difficulties, may develop oral and written expression at higher compensatory levels. The use of cutting scores, e.g. below 6.0, and below 9.0 grade-equivalent scores on a single placement test, as if these were absolute measures, is a dubious practice. Developmental growth in reading skills, in terms of age and grade-level differences are not definable. For example, variations in vocabulary development and in reading comprehension are not reliable indications of grade-level development above the 7th grade level. The average reading level for adults in the U.S. is currently estimated at about the 8th grade level. This is about 2 grade levels higher than the previous generation; however, this indicates that about half of the U.S. adults have not attained reading skills above the mythical 8th grade level. The programming of community college students in remedial reading courses, independent of their career objectives may, in terms of educational philosophy, be an educational ideal. On the other hand, there are many successfully employed adults, in a wide range of occupations, who have not attained vocabulary and reading comprehension skills sufficient for an 8.0 reading grade equivalent.

The purpose of this discussion is to challenge the use of grade equivalent scores as criteria for enrollments in remedial reading courses, and to question the sole consideration of reading skills without concurrent consideration of speaking, listening and writing skills, as these relate to specific careers and to student success.

The Mathematics Placement Test is composed of three parts; and cutting scores in each part are related to remedial and developmental courses in Arithmetic, PreAlgebra, and Algebra. There are 15 items in Part 1, 15 items in Part 2, and 20 in Part 3. Although these tests have been validated against course grades in remedial and developmental courses at the Community College, they may not be as reliable as the nationally standardized tests of general educational development in Mathematics. Inasmuch as they are only used for screening the reliability may be similar to the standardized test scores for lower-stanine students. On the other hand, 15 items in

Parts 1 and 2 may be too few to assess the wide range of arithmetic computational skills, measurement knowledge and computations, arithmetic reasoning, problem solving, manipulations of equations, pre-algebra and algebra concepts and skills. Programming in remedial arithmetic and pre-algebra classes critically rests on few items. There were a few students in the high school samples who obtained higher scores in Part 2 than in Part 1. This would reflect a disjunction in the acquisition of mathematics skills, e.g. require programming in remedial arithmetic, but not in Pre-algebra or Algebra courses. Some of the community college curricula, e.g. Food Services, Health Occupations and the building trades may require career-specific measurement skills which the incoming students may not have acquired in their intermediate and high school coursework. The question arises as to which of these arithmetic skills should be regarded as developmental, and included in the specific curricula; and which of these should be regarded as general academic skills, and be acquired prior to enrollments in these occupational curricula. Such questions, stemming from educational philosophy and curriculum issues cannot, or should not, be decided solely at the high school or community college level. Rather, they should be topical questions in the articulation of the two levels of curricula, and instructors in both levels should be involved in identifying basic academic and career-relevant communication and mathematics skills as pertinent to curricula at both levels. This was one of the major purposes for this project, and one of the most successful attainments. There has been constructive dialog about courses and curricular objectives among the Community College and High School instructors. The Department Chairs, the Curriculum Resource Specialists, and course instructors are currently participating in this dialog. The project has provided the teacher-support to enable the meetings and conferences pertaining to articulation.

Dissemination of Placement Test Scores, and H.S. Programming

One of the objectives in the original project proposal was to have 300 high school students participate in the Community College orientation program, and take the Community College Placement tests. Because of operational procedures there was a short-fall on this objective. Students' participation was voluntary; and parent signatures were required for consent. In spite of these requirements there were 118 students from Roosevelt High School and 69 students from McKinley High School who participated. The students were requested to identify an occupational field or a four-year college transfer objective to enable programming recommendations.

The Placement Tests were scored, and the results sent to the counselors at the two high schools. In order to relate the Placement test results to the high school curricula it was necessary to consider parallels between the Community College remedial and developmental courses, and the high school general education and college preparatory courses. Are there implications then that students who may have successfully completed the parallel high school course might not be required to repeat a duplicate course at the College level? No, the enrollments of CC students in remedial and developmental courses are based solely on their performances on the two CC placement

tests. The CC curricular advisements are independent of H.S. transcripts and H.S. Avhievement test scores. These admissions and placement policies may have evolved from the Open-Door policy, enrolling students with or without high school diplomas, and with or without transcripts of previous education, depending on the students' curriculum choices.

The Community College Counselor identified parallel courses in the high school and college curricula, and recommended programming courses relevant to the career choices or college transfer curriculum which the students had chosen. The high school counselors then had individual interviews with students for whom program changes were considered. This curricular guidance, i.e., recommendations for specific high school courses for 10th grade students, should probably not be sent from the Community College to the high schools. At the present time the programming of high school students is based on teachers' evaluations, course grades within Departments, and on current standardized achievement test scores. These tend to have more concurrent, classification and predictive validities than the Community College placement tests. The classification validity of the CC Placement tests is based on the proportions of course grades in the Community College courses, and with older students. To the extent that the programming recommendations are based on students' career choices, they may be as useful as the high school programming based only on current academic performances.

There are differences in the programming and scheduling policies at the two high schools (McKinley uses half-credits, Roosevelt allows students to proceed to Algebra II, after failing Algebra I; but would require subsequent rescheduling of Algebra I for the full credit). These variations may effect only a few students at each school, however, they would alter the College-level recommendations.

Another logistical problem, relating to programming on the basis of the college placement tests, pertains to the timing. The student scheduling for 10th grade students had already been planned, through the 11th grade. Since the programming recommendations were based on the placement test results, and on choices of college objectives, they did not include considerations of current course grades. Failure grades in 10th grade courses may effect subsequent 11th grade programming, independent of the scores obtained on the College placement tests. Inspite of these variations from the high school programming, the high school counselors appreciated receiving the recommendations, and the students' college choices and placement test results provided them with additional information for educational planning and career guidance with individual students.

There are two types of information that were not systematically included in the curricular and career guidance of the students in this project. The first pertains to career preference and career choice. High school sophomores may not have sufficient career maturity to make realistic career choices. Many of these students may have taken a Career Preference inventory, e.g., Self-Directed Search, in their 9th or 10th grade Guidance class. The results of the career preference inventories were not systematically included in this 10th grade project.

It is a well known phenomena that students may have vocational aptitudes that are higher or lower than their performances in courses, and on achievement tests. These students may, or may not, have taken the Differential Aptitude Test, depending on whether it was scheduled in the intermediate school. As high school sophomores they are not aware whether they have sufficient levels of vocational and academic aptitudes for college-level professional careers, or vocational level occupations. High school sophomores may not know the difference in the aptitude levels represented in science, technology, occupations and trades. Inasmuch as these aptitudes are evolving with their interests and knowledge, the curricular and career guidance for most 10th grade students should probably be tentative and exploratory, rather than specific. This project can be commended in that it enabled post high school career and curricular considerations. Its value might have been greater if there were systematic inclusions of career preference inventories such as SDS, and aptitude profiles, such as the DAT. In other words, the curricular tracking tends to be based primarily on achievement and placement test results. If the students can be informed of course choices related to their career preferences then they may extract more career-relevant knowledge and skills. If they regard academic courses as general education hurdles for a high school diploma then they may not be aware of the career-relevant academic skills in high school courses.

There are different types of career-relevant academic skills within a given subject area. This was implied above, in discussing the different types of communication skills. It will also be illustrated here for arithmetic and other mathematic skills. For example, the health occupations, food services, bookkeeping, the building trades and engine mechanics, as examples of Community College curricula, require specific arithmetic, computation, problem solving, measurement, ratio and proportions, and geometric skills and knowledge. Some students may have acquired sufficient mathematics skills in their general education courses to learn the applications in their chosen careers. Other students may not have acquired, or did not receive expository, career-relevant instruction in their high school courses.

The distributions of the C.C. Math Placement scores at McKinley and Roosevelt High Schools were recoded to cutting score levels. Total scores less than 13 were coded as 1; 13 to 17 as 2; 18 to 25 as 3, and 26 and above as 4. If these levels are obtained by incoming C.C. students, then Level 1 would indicate the need for remedial arithmetic; Level 2 would indicate the need for PreAlgebra or Elementary Algebra; Level 3 would be eligible for 2nd-semester Algebra; and Level 4 for College Algebra, or other higher level math courses. The means and ranges of Stanford Mathematics raw scores for each of the placement levels for McKinley and Roosevelt High Schools are presented in Tables 8 and 9, respectively. The scattergrams of the Stanford scores against the Placement Levels for McKinley and Roosevelt H.S. are included as Figures 14 and 15 in the appendix. It is apparent that there is a great deal of overlap on the Stanford Math scores for the successive cutting score levels. There were 5 students in the McKinley sample, and 15 students in the Roosevelt sample

Table 8

Means and Ranges of Stanford Math Scores for CC Math Placement Cutting Score Levels for McKinley H.S. Students

Levels	n	Stanford Math Raw Scores	
		Means	Ranges
Below 13	5	33.2	26 to 38
13 to 17	22	34.1	24 to 47
18 to 25	27	38.6	29 to 45
26 to 36	15	39.7	29 to 44

Table 9

Means and Ranges of Stanford Math Scores for CC Math Placement Cutting Score Levels for Roosevelt H.S. Students

Levels	n	Stanford Math Raw Scores	
		Means	Ranges
Below 13	11	28.0	17 to 40
13 to 17	22	33.1	26 to 42
18 to 25	39	37.5	19 to 47
26 to 41	31	43.5	38 to 47

for whom remedial arithmetic coursework should be considered. Perhaps these students could be tested on an end-of-course test for 22B Math Applications A-1/A-2, or programmed into 22H Math Applications A-3/A-4, as in the Roosevelt H.S. Program of Studies. The students' mastery of the career-oriented problems in 22H Math A-3/A-4 should qualify them for the applied, developmental mathematics in a wide range of C.C. occupational curricula.

It is possible that the instructional needs of Community College students may have evolved from unsuccessful learning or unsuccessful instruction in the intermediate grades, or in the upper elementary grades. This possibility holds for both reading and arithmetic development. The placement test data obtained for the two high school samples would not justify major changes in the two curricula; however, it might be appropriate for the Language Arts and Mathematics teachers to analyze the skill deficiencies shown by 9th or 10th grade students obtaining lower-stanine scores. From those analyses, alternative actions such as peer tutoring, learning laboratories, computer-assisted instruction, and short term workshops might also be considered. Perhaps some students with skill deficiencies may require individual instruction, self-directed learning, and small group instruction. Their instructional needs may not be met in large-group instruction in remedial courses.

There is only one applied mathematics course that is career specific, i.e., Business Math. If students entering business occupations have skill deficiencies in Business Math, and if these stem from unsuccessful or incomplete learning in that high school course, then specific course revision would be indicated. In contrast to this, the basic arithmetic skills subsequently relevant for the health occupations, construction trades and mechanics may be included in intermediate-level courses. The applied mathematics for these occupations are developmental, and are included in those occupational curricula. Enrollments in these community college developmental courses are based on the numbers of students in those curricula. In other words, the basic arithmetic skills may be developmental at the intermediate school level, and the applied arithmetic skills may be developmental in the occupational curricula at the high school level. The fact that students are enrolled in developmental courses in the Community College does not imply that they have skill deficiencies. The developmental courses may be required for the occupational objectives of some students, and may be elective or remedial for other students.

Although 85 percent of the students attending the community colleges are from high schools in Hawaii, the school backgrounds of the students programmed in the remedial courses are unknown. In the Statement of Need for this project it was reported that, "...of the 2719 students who took the Kapiolani C.C. Placement Test in 1983, 462 or 17 percent needed to take remedial courses, and 840 or 31 percent needed to take developmental courses." These data should be detailed, to identify what proportions of the 462 students needed remedial reading, below the 6th grade reading level, and between the 6th and 8th grade levels; and what proportions needed remedial math courses, and at what levels. The cutting scores on the placement tests have implications for interventions at the intermediate and high school

levels. The majority of students attending Kapiolani C.C. would probably be from public high schools in the Honolulu District; however, it would be helpful to know the specific school backgrounds of the students in the remedial classes, e.g. which intermediate and which high schools? which districts? public or private? how many were h.s. dropouts? how many had English as a second language? what were their achievement levels in elementary, intermediate and high school?

The need for remedial courses at the Community College level is not confirmed, nor disconfirmed. On the basis of this collaborative DOE-Community College project the extent of need has not been determined. This evaluation report has raised philosophical and procedural questions, which should be considered beyond the scope of this project.

Evaluation of the

Articulated School Alienated Program

This component was a variation on Alternate Learning Centers for alienated high school students. A description of the program, presented by the teachers and counselor, is appended to this report. The significant features of this program, differentiating it from other ALC's, are the emphases on career-related instruction, vocational counseling, and exploratory placements in employment training programs.

The cooperative-communication network of the Department of Education and Employment Training staff is charted on the following page. The students enrollments in the Center are depicted in the following chart.

There were 25 students enrolled in the Center during the course of the school year. The enrollments of 4 of these students were discontinued for the following reasons: 1) Non-attendance, left home, unable to locate; 2) Transferred to another ALC; 3) Returned to the U.S. mainland, and 4) Transferred to another ALC. The other 21 students are continuing for the second year.

Fifteen of the 25 students are girls, 10 are boys. The grade-level distribution is as follows: 8 are 12th graders, 9 are 11th graders, 7 are 10th graders, and 1 is a 9th grader. None of the students are over age-in-grade. The socio-emotional problems of these students included school truancy, poor academic performance, disruptive and violent behavior, defiance of authority, and substance abuse problems. A number of these students were court-adjudicated, primarily for school attendance problems.

The first student enrollments were on October 2nd. During October there were 9 students referred to the Center; however, 2 of these were discontinued by the 4th of November. Five other students were referred in November, so the enrollment at the end of the Fall semester was 12 students. A copy of the intake and screening form is included in the Appendix.

During the Fall semester, in the planning for the vocational articulation, it was decided that placements in the Employment Training facilities would be for purposes of vocational exploration, rather than for occupational training. The lengths of the vocational exploration placements varied from 2 weeks to 5 weeks in length. This is in contrast to the lengths of placements for employment training, which vary around 30 to 35 weeks. The vocational exploration experiences are available for Food Services, Auto Mechanics and Auto Body and Fender, Building Repair and Maintenance, Clerical and Cashiering. These exploratory placements were identified as program privileges for the ALC students, and they were required to demonstrate that they deserved the placements, on the basis of their student behavior.

RESHAPE Project

Articulated School Alienation Program

Project Coordinators: Claudio Suyat, Superintendent, Honolulu Schools
John Marton, Provost, Kapiolani Community College

Administrators: C. Goo, R. Sakamoto, Principals, Roosevelt, McKinley
L. Wakui, Administrator, Employment Training Office

Specialists:

Compensatory Education

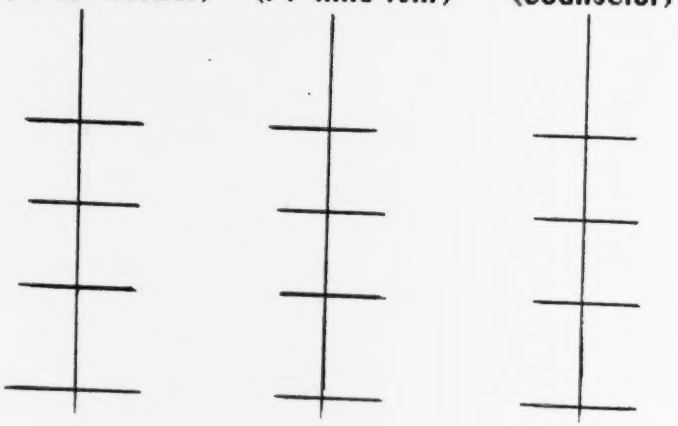
Don Enoki

Instruction and Guidance

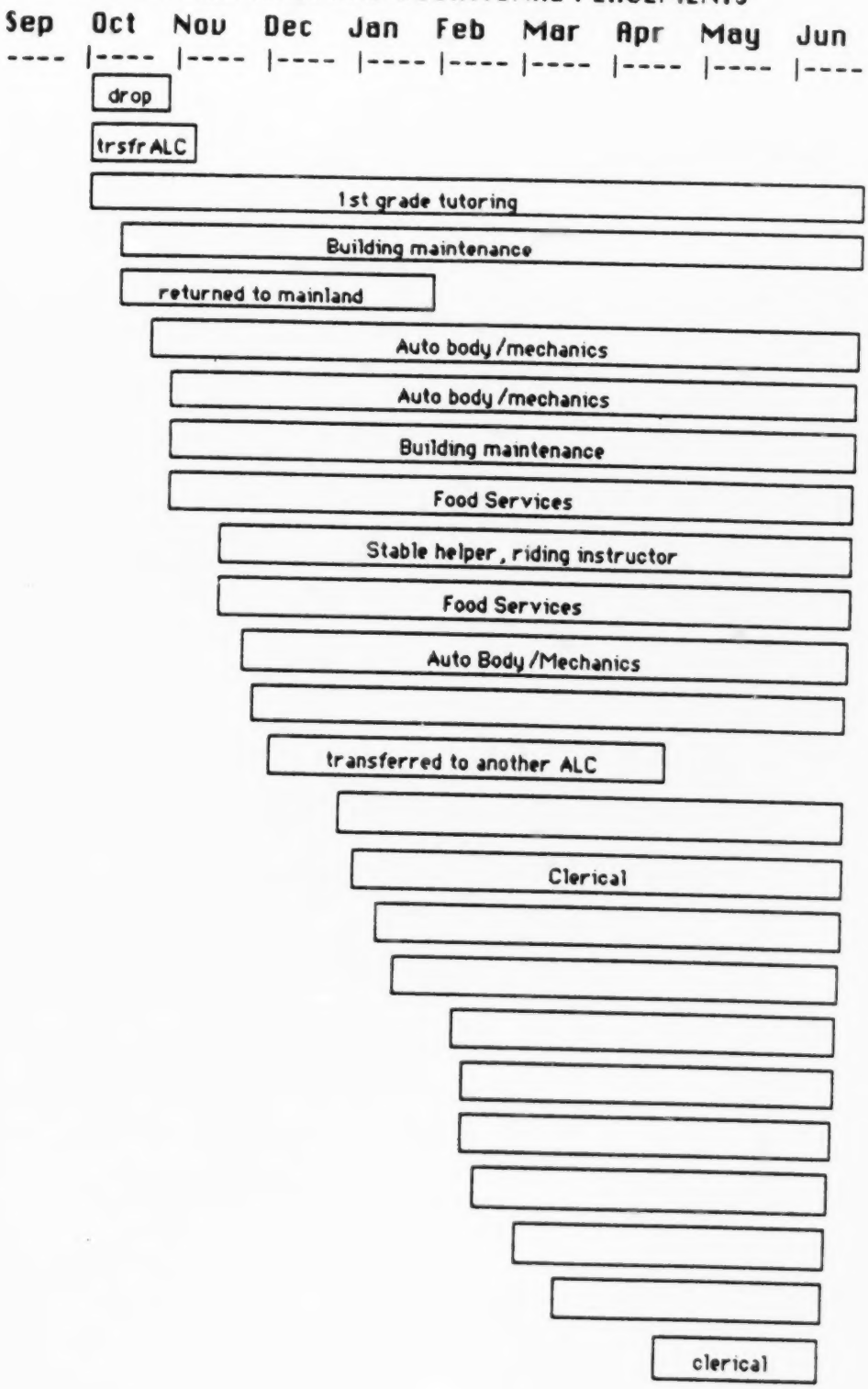
Employment Training

A. Kealoha (Head Teacher)
D. Dudoit (Pt-time Tchr)
F. Uyeda (Counselor)

K. Okano (Coord.)
D. Kealoha (Foods)
R. Hamada (Auto & Bldg.)
K. Beach (Clerical)



ALC ENROLLMENTS AND VOCATIONAL PLACEMENTS



Evaluation of an Alternate Learning Center program requires a knowledge of the students' characteristics, and of the students' and teachers' priorities. The first teaching priority is the moderation of students' attitudes and control of their socio-emotional behavior. This is necessary to enable the delivery of classroom instruction. The students are admitted with a 6-weeks probation. There is daily monitoring of: Work Habits, Responsibility, Effort and Reaction to Authority; a 3-week, mid probation, assessment conference, a 6-week probation summary; and a semester evaluation of behavior and attitudes.

Generally, the students' priorities are to continue their education and to receive their high school diplomas. Although a number of these students have been alienated from the curriculum and instruction in their previous school settings, nevertheless, they are motivated to earn the appropriate grade-level course credits.

The subjects in the curriculum include Language Arts, Social Studies, Mathematics, Science, Health and Physical Education, Speech, Art, and Guidance, depending on the grade levels of the students, and their individual program needs. The teacher-director and part-time teacher are assisted by student teachers and by teacher education students in Observation-Participation courses. Without this assistance the Center would not be able to staff the curriculum, to meet the students' program needs. The professional challenge to the teachers is not only a broad curriculum challenge, but also a classroom management challenge, to establish and maintain effective teaching transactions with alienated students.

Included in the instruction, the students learn employment-seeking skills, career-related communication and mathematics skills, and in-school employment practice and training. There are socio-behavioral and vocational objectives in the employment practice and training; these are considered prerequisite to the ETO vocational exploration placements.

The next priority pertains to social and vocational counseling. The part-time outreach counselor has the following responsibilities: 1) Liaison with the Center Director and high school Principals, 2) Coordinating intake, student programming and vocational exploration placements, 3) Individual and group, social and vocational counseling, 4) Scheduling conferences with agencies and community resources, 5) Coordinating volunteer services, and 6) Providing disciplinary counseling. The Counselor reported that she utilizes Hawaiian cultural values and concepts in developing the cooperative goal structure in the program. These social values and the interpersonal relationships of teachers and students are identified as significant factors in the success of the program.

During the course of the school year there were 9 of the 21 students who received vocational exploration experiences in the Employment Training Facilities. There were 2 students in Food Services, 2 in Building Repair and Maintenance, 3 in Auto Body and Mechanics, and 2 in Clerical Services. During these placements the students also return to the Learning Center, for coursework in their academic programs.

In addition to these placements there were 3 students receiving practical career exploration experiences in community settings. One student is a volunteer reading tutor for 1st grade students at a nearby elementary school; another student interested in animal care is a stable helper and riding instructor in a program for handicapped students; and a third student, interested in Art, is shadowing a Commerical Illustrator-Art Instructor. The counselor arranged for these placements, and monitored the students' performances.

There are a number of factors which require consideration in the evaluation of an Alternate Learning Center. The alienated students come with very serious attitudinal problems, poor behavior controls, difficulties with adult-authority figures, alcohol- and drug-use problems long-standing alienations from home and school environments, and negative rejection feelings for the adult establishment. With these socio-emotional problems a number of these students lack positive social traits, such as adaptability, responsibility, motivation, and interpersonal acceptance skills. These are critical for supervisory and peer relationships in employment settings. Thus, the attitudinal and behavioral training objectives assume a priority over employment training for specific occupations.

One aspect of the Articulated ALC component to receive favorable evaluation is the integration of career relevant skills in the courses. These included arithmetic skills as pertinent to Food Services, and communication skills as pertinent to employment and job relations in general. The students in the Auto Body and Engine placements also learned the vocabulary and terminology, as pertinent to these occupations.

The outreach counselor from Roosevelt High School served as the "Coordinator" for the vocational exploration placements and the other work-training placements in the community. In addition, she served as attendance counselor and personal-social counselor with students, and parents. The counselor was informally assigned to the ALC as part of her outreach counselor position at Roosevelt High School. Ideally, there could be a half-time vocational placement specialist, to arrange for work-study, or on-the-job training in business and industry, as well as the liaison with the ETO supervisors; and a half-time educational and vocational counselor.

Summary and Recommendations

Educational evaluations may address several criteria. The first criterion pertains to the original purpose of the contract, "to operate two exemplary projects...to maximize student options through the sharing of facilities, programs and resources". There were three collaborative-cooperative networks established in the Remedial-Development component of the project. The first pertains to the C.C. Student Services and Counseling staff (Ohara, Lamb, Davinian) with the School Counseling staff (Omura, Ledesma, Goo). This network should have continuing implications for the matriculation of high school students into community college programs. The second pertains to the communication network among the Mathematics teachers,

the Math Department Chairmen at Roosevelt, McKinley and Kapiolani Community College, and the District Math Curriculum Specialist. Although they are in the same teaching field, the high school teachers and community college instructors are generally not in the same professional organizations. They share a common interest in the teaching of mathematics; however, in the usual course of their duties there would be no occasions for professional communication. The overlap of the community college and high school mathematics curricula is known; the similarities and differences in specific courses have not been identified. The high school teachers, Department Chairpersons, and the Mathematics curriculum specialist are identified in the minutes of the curriculum meeting included in the appendix. The third cooperative-collaborative network includes the high school English teachers, the college instructors in remedial reading and the Curriculum specialist for Language Arts.

The collaborative network in the Articulated School Alienation Program included the ETO program coordinators and the DOE teachers and counselor. The communication network was established during the Fall semester, and involved the evaluations of students in the Spring semester. The staff in this network is identified in the previous chart.

The curriculum problem, relating to the need for remedial reading and remedial arithmetic, among community college students, was not dimensionalized in the 10th grade samples selected for Community College Placement testing. In the text of this report it was recommended that the academic deficiencies of community college students enrolled in remedial courses be identified in their educational backgrounds. It was also implied that the deficiencies in academic skills might be identified among lower stanine students at the intermediate and high school levels.

There have been a number of previous, and current programs and projects, which have had academic skills and vocational skills objectives similar to the Articulated School Alienation program objectives. These include the high school Work-Study program, the Prevocational Improvement Program, and the ETO-DOE Career Opportunities Program. There have also been curricular emphases to include career-relevant academic skills in all subject areas.

Educational project evaluations may also consider the students' attainments stemming from their project experiences. The 10th grade students obtained some knowledge and perceptions of the Community College programs. The nature of this knowledge, and their perceptions of Kapiolani Community College, were not directly assessed in the project. The counselors, involved in the C.C. Orientation visit, expressed the opinion that it was worthwhile. The C.C. counselor's recommendations for subsequent high school programs was also evaluated as favorable.

One of the "projects" that evolved from the Articulated ALC program was the Vocational Exploration placement, for 2- to 5-week periods in ETO settings. Although the vocational experiences of the students and the ETO coordinators' evaluations were not included in this report, these evaluations should be included in the ALC evaluation.

The Employment Training Office has also established a Learning Laboratory with computer-assisted instruction, for students in employment training. Such facilities might also be evaluated, in lieu of, or in combination with remedial and developmental coursework.

The 10th grade students in the McKinley and Roosevelt samples, were asked to make career choices relevant to the Community College occupational programs, or a 4-year college transfer curriculum. The ALC students were involved in vocational exploration choices available in, but not restricted to, ETO programs. The career preferences which are usually inventoried in 9th grade Guidance classes, and the vocational aptitudes, inventoried in the Differential Aptitude Test Battery, were not systematically included in the vocational guidance of these students. This should not be interpreted as a devaluation of the project efforts; it was not included in the original project proposal.

It is possible that the remedial and alienated students lack vocational maturity; and this lack may be correlated with deficiencies in academic skills. High school programming is based on course grades, standardized achievement test scores, and teachers' recommendations. The C.C. programming recommendations were based on academic placement tests. The matriculations of students from general education to occupational curricula should probably include assessments of career interests, career maturity, career decision skills, and vocational aptitudes.

The attainments of project objectives, and the performance of project activities are evaluated as follows:

Remedial-Developmental	Attainment		
Objective	Met	Partial	Unmet
To develop a communications network between McKinley, Roosevelt and KCC for student information and follow-up	X		
Activity			
Establish communication on a continuing basis	X		
Develop procedure for sharing course and test information	X		
Objective			
Determine student need in order to implement course changes...		X (samples)	
Select 300 10th grade students for assessment test battery		X (n=187)	
Design KCC Assessment battery	X (Placement tests)		

Objective	Met	Partial	Unmet
KCC campus orientation program	X		
Conduct assessment battery	X		
Compile results	X		
Evaluate results	X		
Counseling interviews with students	X		
Committee to plan, evaluate course changes	X		
Begin report	X		
Implementing course changes	not appropriate as yet		

Articulated School Alienation

Objective	Met	Partial	Unmet
To integrate McKinley and Roosevelt ALC's with ETO vocational program	X		
Activity			
Establish ALC at Kapalama	X		
Select 8 to 10 students from each school	X		
Select faculty and staff	X		
Plan implementation of program	X		
Student counseling for career goals	X		
Schedule classes for general education and counseling services	X		
Articulate method of teaching	X		
Identify instructional resources and needs		X (equip't/material)	
Develop evaluation procedure	X (this and ALC eval)		
Goals to be accomplished	X		
Evaluate goals	X		
Begin report	X		

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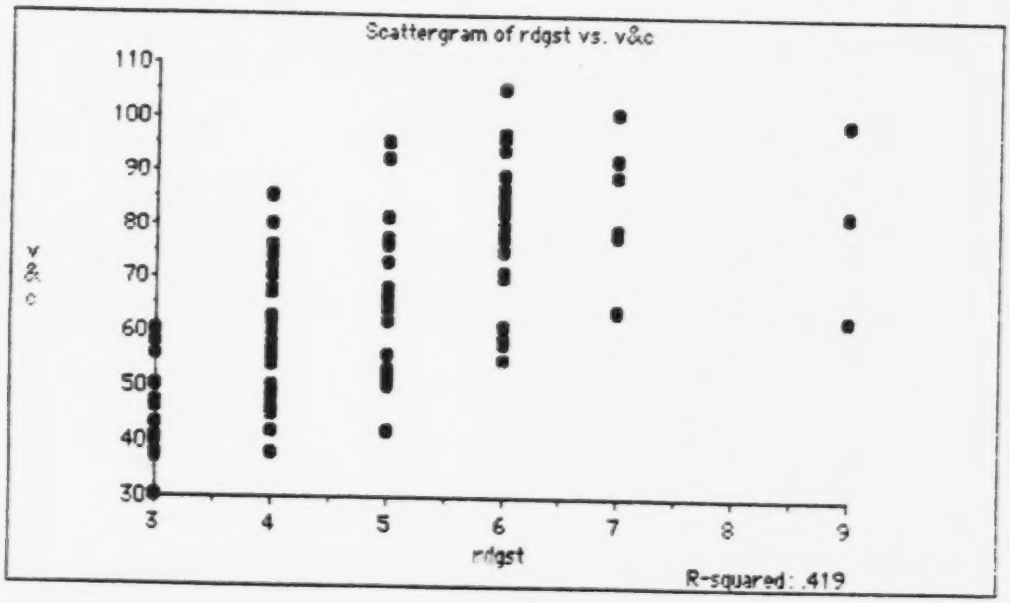


Figure 1. Scattergram of Stanford TASK Reading stanine scores plotted against Nelson Denny Vocabulary & Comprehension scores for Roosevelt High School students.

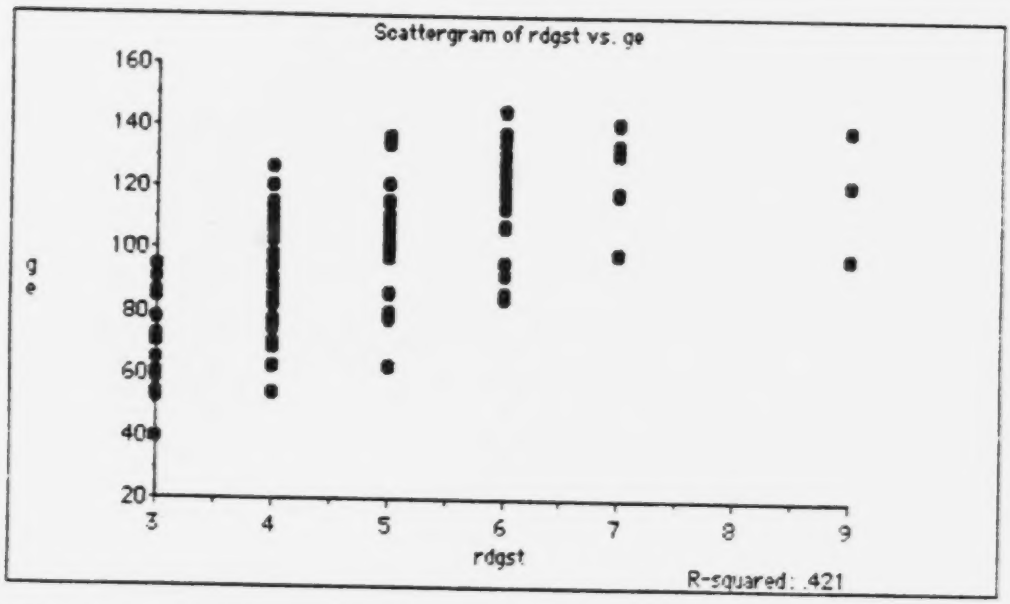


Figure 2. Scattergram of Stanford TASK Reading stanine scores plotted against Nelson Denny Grade scores for Roosevelt High School students.

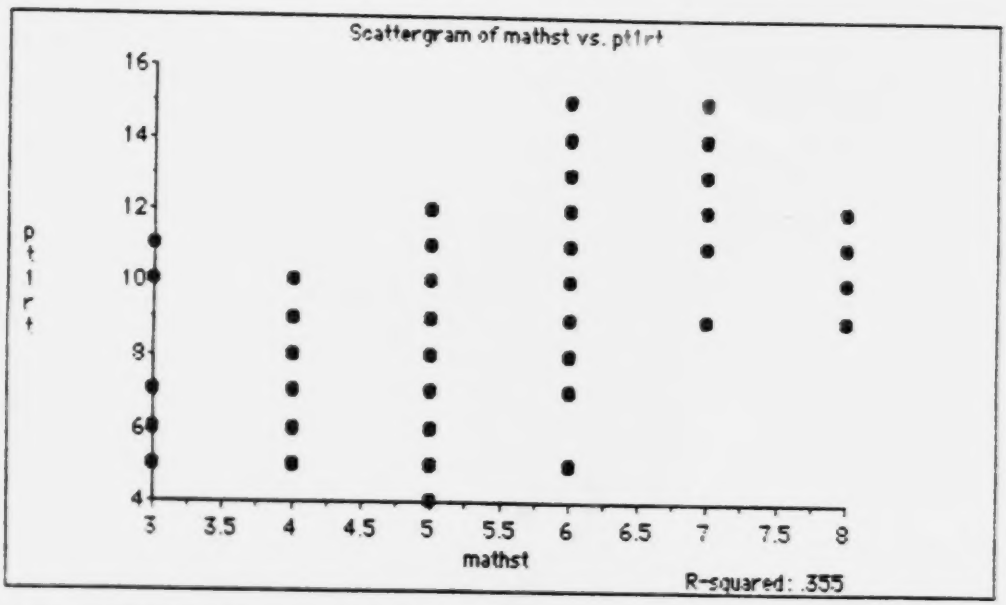


Figure 3. Scattergram of Stanford TASK Mathematics stanine scores plotted against Mathematics Placement Part 1 scores for Roosevelt High School students.

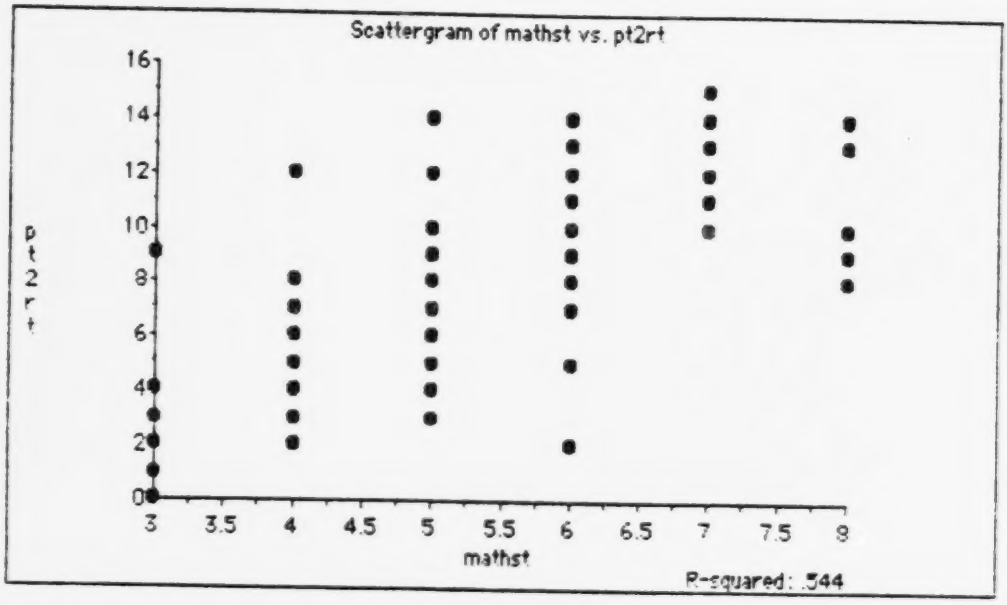


Figure 4. Scattergram of Stanford TASK Math stanine scores plotted against Math Placement, Part 2 scores for Roosevelt High School students.

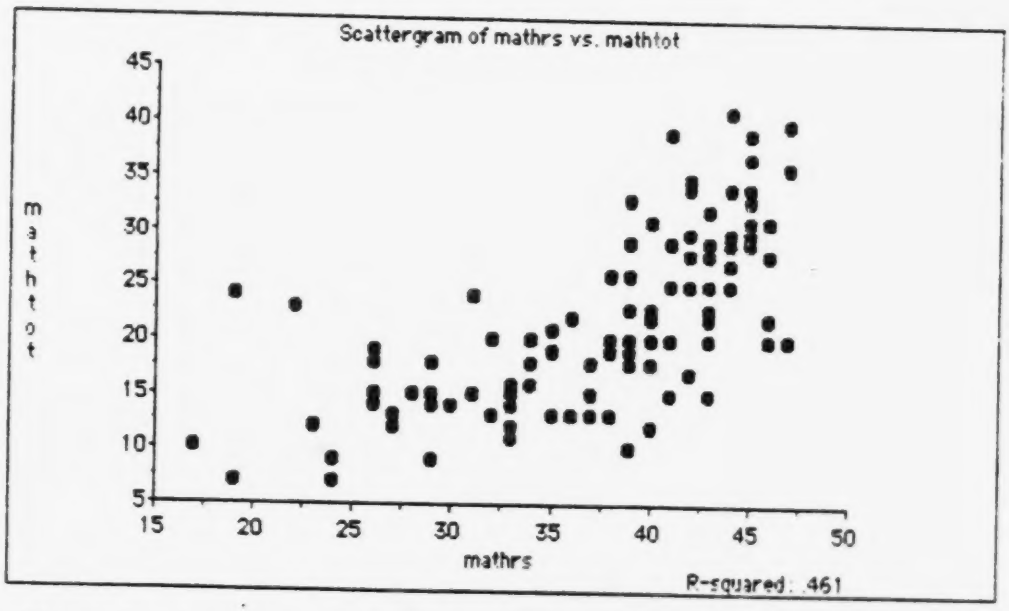


Figure 5. Scattergram of Stanford TASK Mathematics scores plotted against Mathematics Placement total scores for Roosevelt High School students.

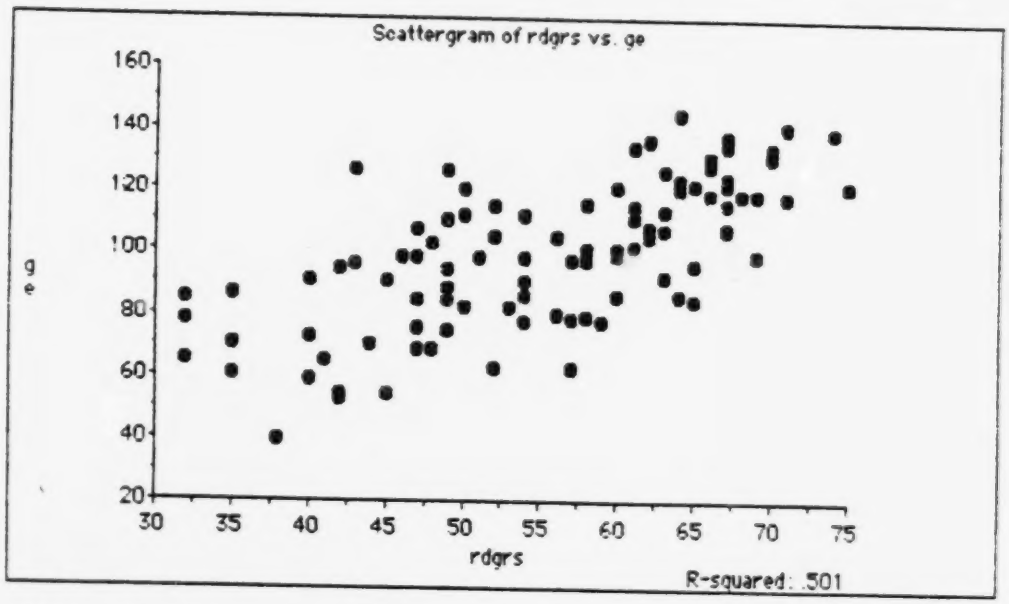


Figure 6. Scattergram of Stanford Reading scores plotted against Nelson Denny Grade Equivalent scores for Roosevelt High School students.

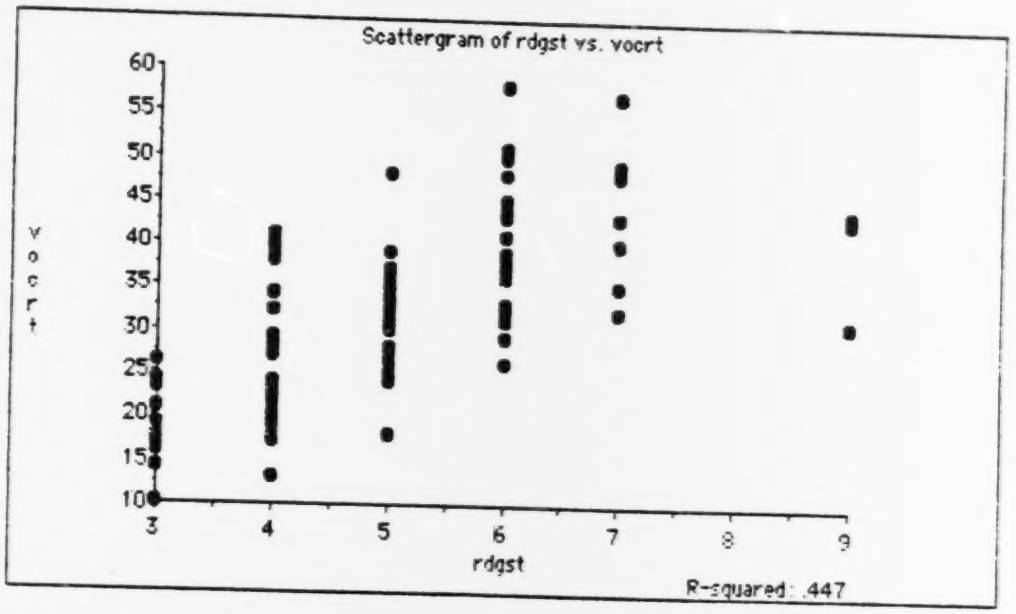


Figure 7. Scattergram of Stanford TASK Reading stanine scores plotted against Nelson Denny Vocabulary scores for Roosevelt High School students.

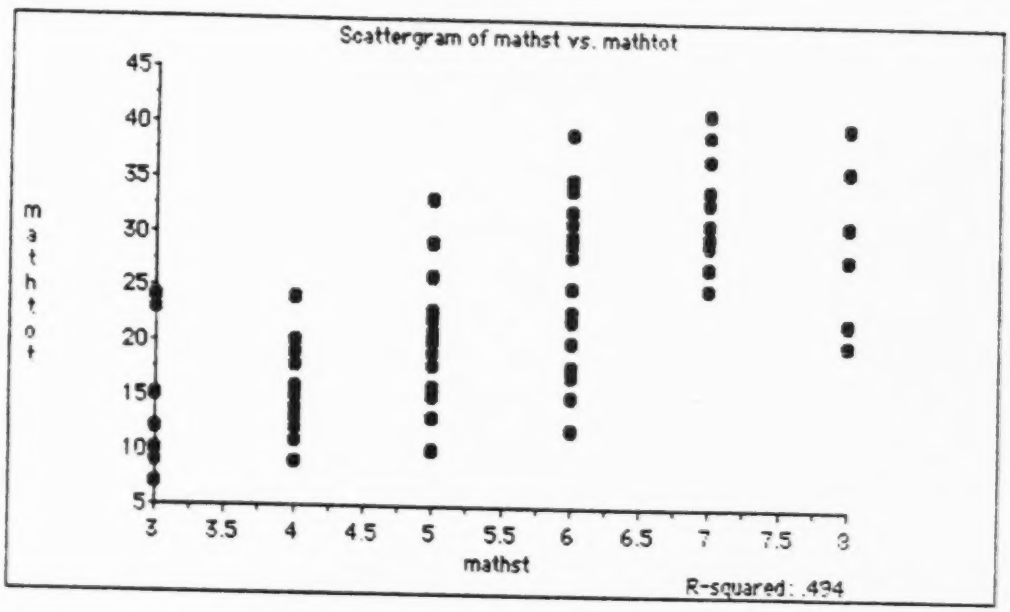


Figure 8. Scattergram of Stanford TASK Mathematics stanine scores plotted against Mathematics Placement total scores for Roosevelt High School students.

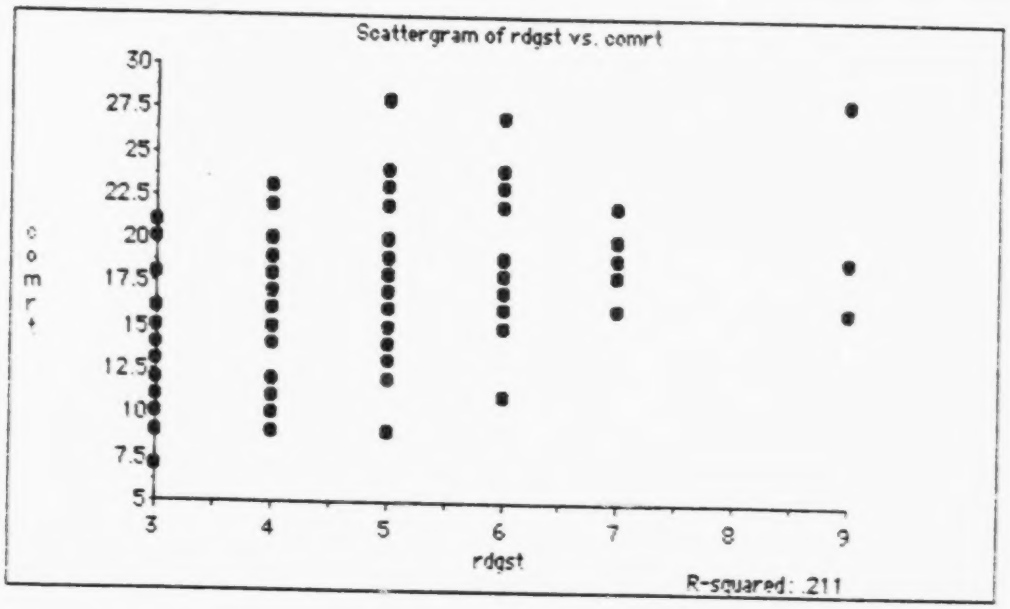


Figure 9. Scattergram of Stanford TASK Reading stanine scores plotted against Nelson Denny Comprehension scores for Roosevelt High School students.

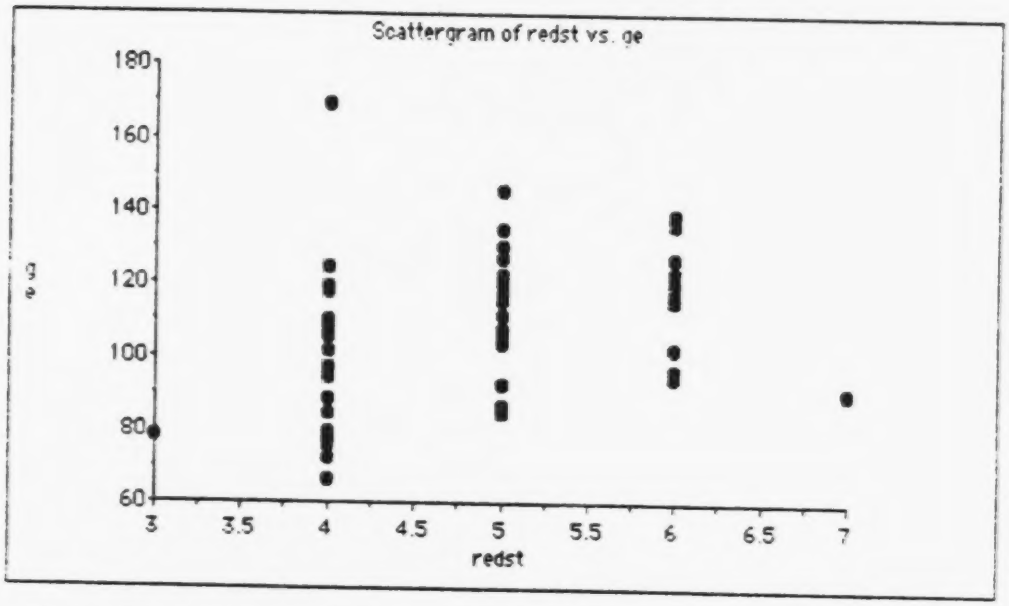


Figure 10. Stanford TASK Reading stanine scores are plotted against Nelson Denny Reading Grade Equivalent scores for McKinley High School students.

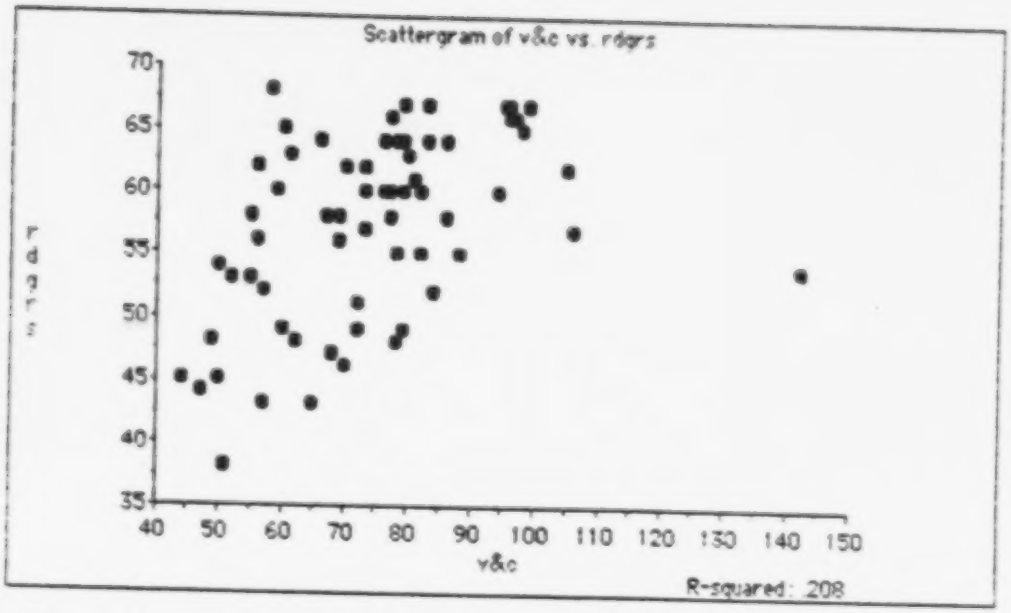


Figure 11. Stanford TASK Reading Raw scores are plotted against Nelson Denny Vocabulary & Comprehension scores for McKinley High School students.

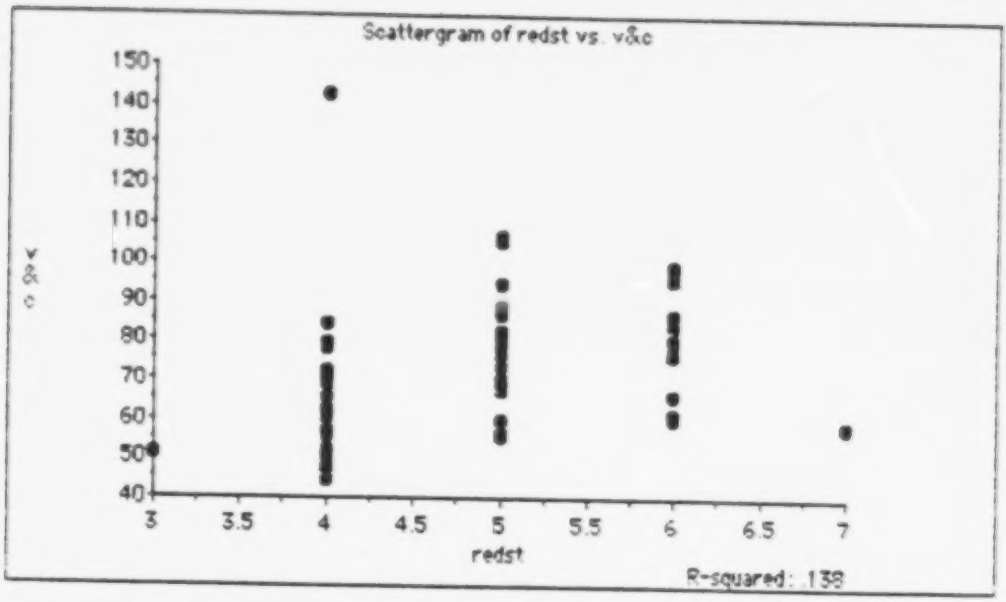


Figure 12. Stanford TASK Reading stanine scores are plotted against Nelson Denny Vocabulary & Comprehension scores for McKinley High School students.

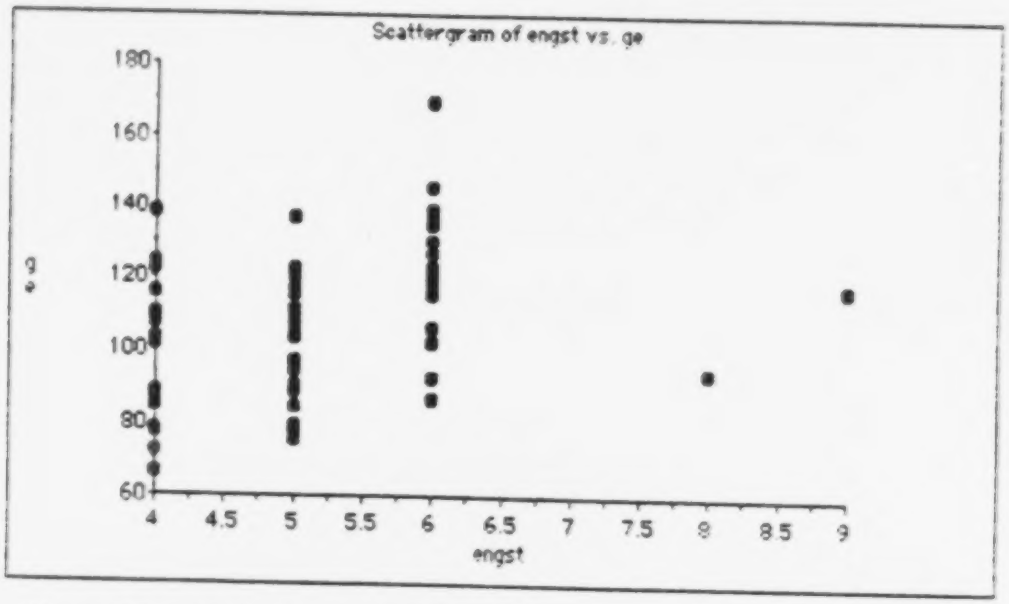
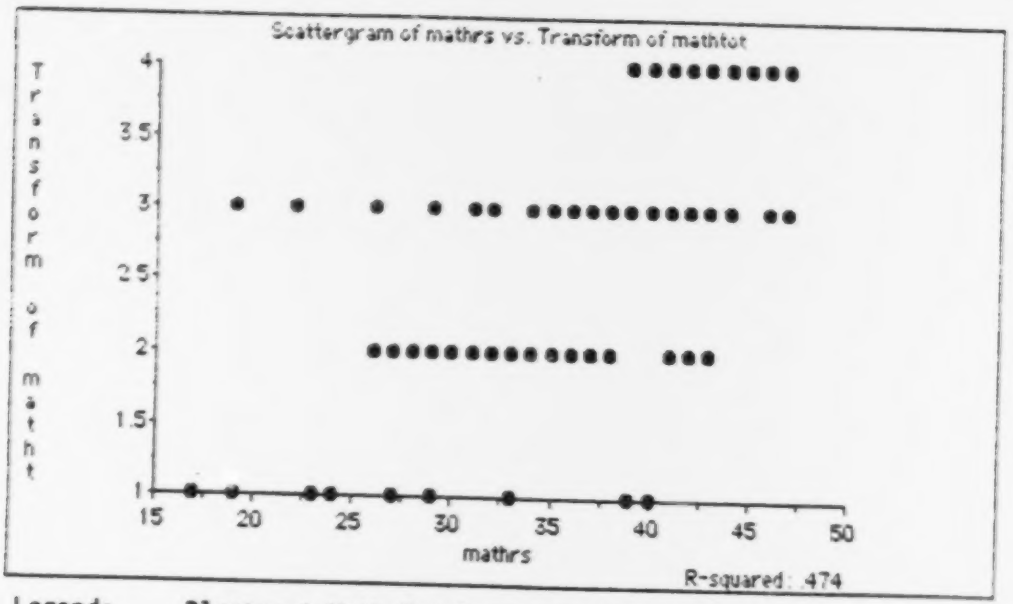
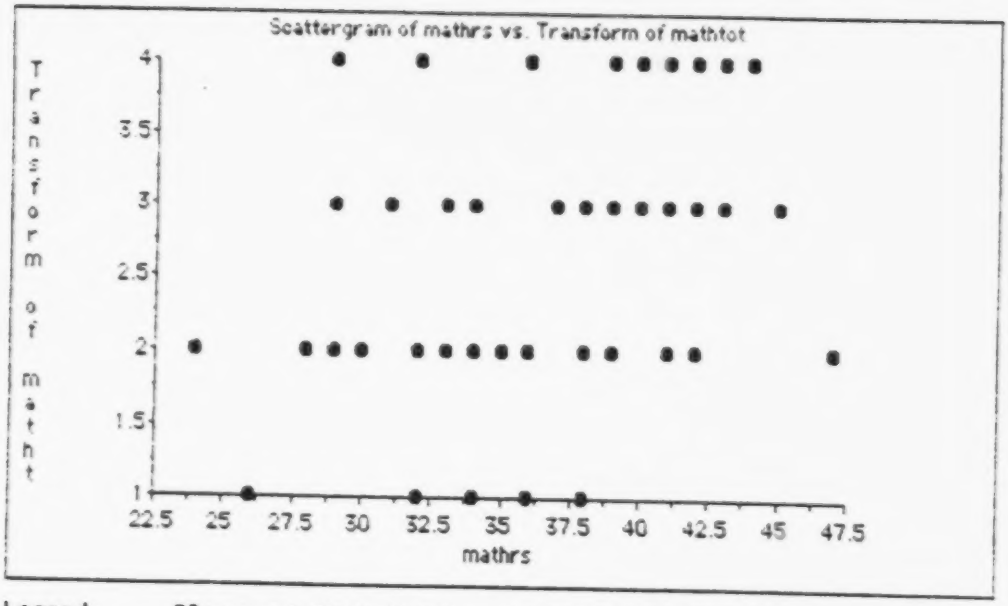


Figure 13. Scattergram of Nelson Denny Grade Equivalent scores against Stanford English stanines for McKinley High School students.



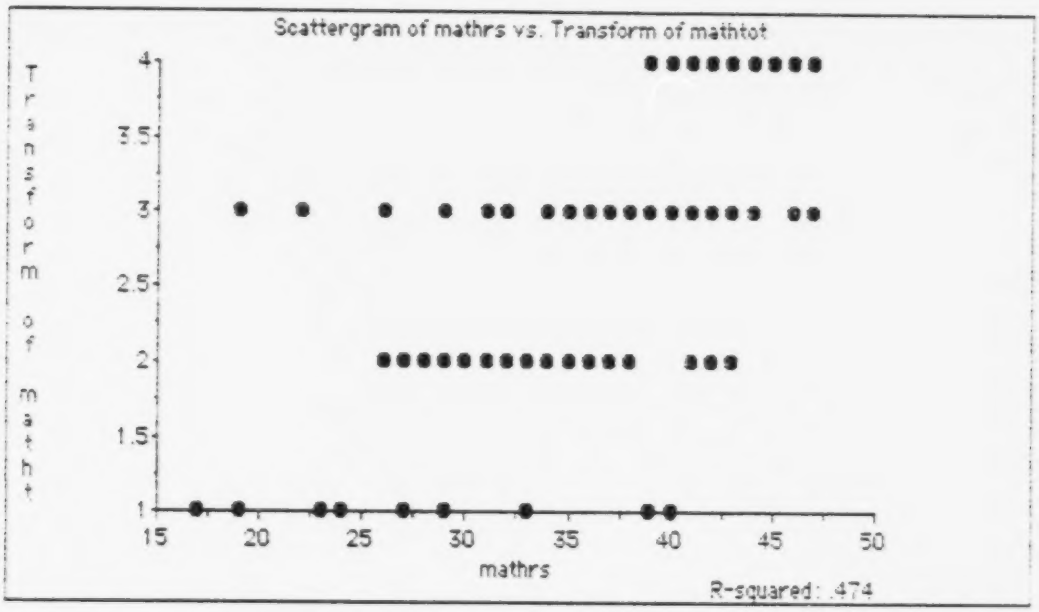
Legend: Placement Math Total: 1 to 12=1, 13 to 17=2, 18 to 25=3 and 26 to 41=4.

Figure 14. Scattergram of Stanford Math Raw Scores plotted against CC Math Placement Cutting Score for Roosevelt H.S. students.



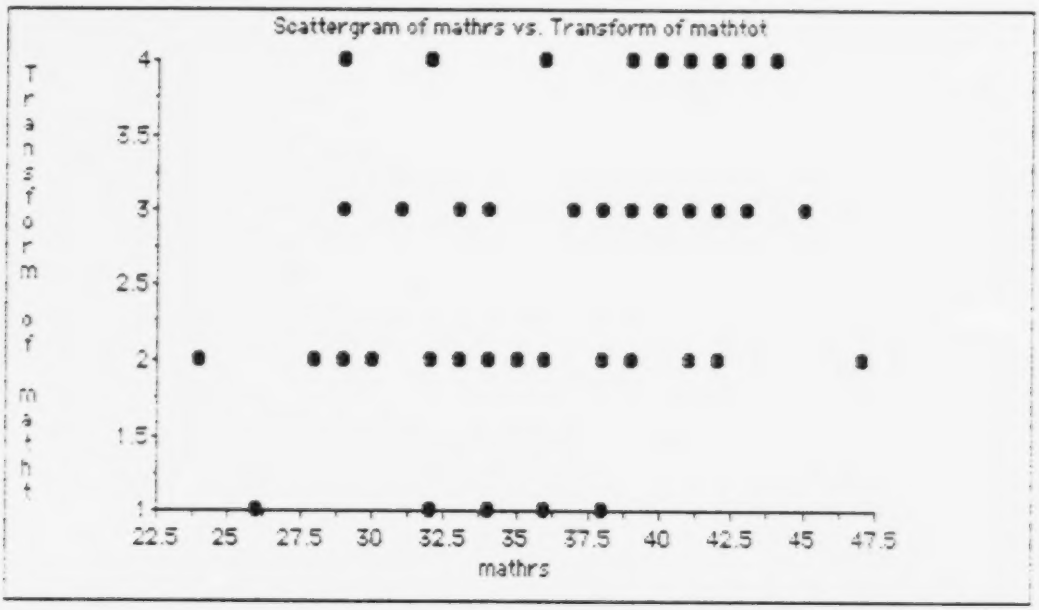
Legend: Placement Math Total: 1 to 12=1, 13 to 17=2, 18 to 25=3 and 26 to 36=4.

Figure 15. Scattergram of Stanford Math Raw Scores plotted against CC Math Placement Cutting Scores for McKinley H.S. students.



Legend: Placement Math Total: 1 to 12=1, 13 to 17=2, 18 to 25=3 and 26 to 41=4.

Figure 14. Scattergram of Stanford Math Raw Scores plotted against CC Math Placement Cutting Score for Roosevelt H.S. students.



Legend: Placement Math Total: 1 to 12=1, 13 to 17=2, 18 to 25=3 and 26 to 36=4.

Figure 15. Scattergram of Stanford Math Raw Scores plotted against CC Math Placement Cutting Scores for McKinley H.S. students.

UNIVERSITY OF HAWAII

Office of the State Director for Vocational Education

DE, KO, MD, VO, PM

TO: Program Improvement Project Directors

FROM: Barbara White

DATE: July 18, 1985

RE: Information for Project Monitoring

The attached is a list of the objectives and/or activities which we have identified from your project proposal. Where possible, we have also listed the proposed completion point for each objective/activity. Would you please correct the list of objectives/activities and time lines so that we can prepare a project monitoring check list. Time lines should be on a monthly basis; that is, in what month do you expect to complete a particular objective/activity. We would appreciate receiving this information as soon as possible.

Also, please send your purchase orders or requisitions directly to me. This will save us some processing time because when purchase orders/ requisitions are received by our fiscal officer, Donald Nakasone, he forwards them to me first to make sure they are within the project budget.

If you have any questions, please call me at 948-7461. I shall be glad to assist you in any way that I can. Thank you for your cooperation.

cc: D. Nakasone

2327 Dole Street • Honolulu, Hawaii 96822-2480 Cable Address: UNIHAW
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Principal Investigator: Claudio Suyat, DOE
Project: (1) An Articulated School Alienation Program
(2) The Remedial-Developmental Program

Objective: To integrate the existing DOE Special Motivation counseling services and appropriate academic courses at McKinley and Roosevelt high schools with the vocational training program at the ETO.

Activity: AN ARTICULATED SCHOOL ALIENATION PROGRAM

Timeline

1. Establish Alternative Learning Center at Kapalama
2. Select 10 to 15 students for General Education component
3. Select 8 to 10 students for Vocational Preparation component
4. Select faculty and staff to conduct program
5. Plan implementation of program
6. Set up counseling sessions with students regarding career goals
7. Develop a schedule of classes which will enable students to utilize general education and counseling support services
8. Articulate curriculum of program
9. Articulate method of teaching
10. Identify instructional resources and needs
11. Develop evaluation procedure
12. Set up goals to be accomplished in program
13. Evaluate goals.
14. Begin Report

REMEDIAL-DEVELOPMENTAL PROGRAM

Objective: To develop a communications network between McKinley and Roosevelt high schools, and Kapiolani C.C. in order that student information will be shared and used for individual student follow-up.

Activity:

1. Establish communication on a continuing basis between Kapiolani C.C. and DOE personnel
2. Develop procedure for sharing course and test information

REMEDIAL-DEVELOPMENTAL PROGRAM

Objective: Determine student need in order to implement appropriate course changes for the Remedial-Developmental Program.

Activity:

1. Select 300 tenth grade students for assessment test battery
2. Design KCC assessment test battery
3. Set up KCC campus orientation program
4. Conduct assessment test battery
5. Compile results.
6. Evaluate results.
7. Set up counseling interviews with student participants.
8. Identify committee to plan and evaluate appropriate course changes
9. Begin Report
10. Begin implementing course changes

GEORGE R. ARIYOSHI
GOVERNOR

FRANCIS M. HATANAKA
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF DISTRICT SUPERINTENDENT
4967 KILAUEA AVENUE
HONOLULU, HAWAII 96816

HONOLULU DISTRICT

RECEIVED
JUN 24 1985
OFFICE OF THE STATE DIRECTOR
FOR VOCATIONAL EDUCATION

June 21, 1985

TO: Dr. Larry Inaba, Vocational Education

ATTENTION: Ms. Barbara White

FROM: Claudio R. Suyat, District Superintendent

SUBJECT: Project RESHAPE
Reworded Sections and Clarification to Approved Project Write-up

Per your request please note the following:

1. PROJECT SUMMARY

Add to second paragraph: "The articulated school alienation program will take identified DOE-Alternative Learning Center students and place them in an off-campus setting where they will receive an integrated education consisting of general and vocational training given by DOE and Manpower Training staff. The remedial developmental program will have selected 10th graders from the two pilot schools receiving orientation, testing and follow-up from Kapiolani Community College staff. This effort will include student information and curricular articulation amongst the participating institutions."

2. AN ARTICULATED SCHOOL ALIENATION PROGRAM

Statement of Need

Substitute "Special Motivation Program has been provided on the high school campuses" with "Alternative Learning Centers have been provided off the high school campuses . . . " Add a third paragrah stating: "It has been found that of 120 severely alienated students served annually by the six existing centers approximately half of them find much difficulty handling the traditionaly academic curriculum even if the mode of instruction has been varied. It has been found that those students referred to the ETO program could function more successfully in a vocationally oriented setting."

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

3. OPERATIONAL PLAN 49

Objectives

Substitute "DOE Special Motivation" with "Alternative Learning Center counseling etc. . . ."

b. Procedures:

Lead sentence - change to read: "consists of two integrated components"
Under General Education: Delete
Under Vocational Preparation: Delete
Substitute above with: "Selected alienated students will receive integrated instruction focused on the acquisition of basic knowledge and skills, the mastery of essential competencies and specific vocational training in food preparation and baking. The academic parts of the program will be taught by DOE ALC personnel and the vocational training by Employment Training Office personnel."
Last paragraph on Page 3 - Delete and substitute: "Each of the two participating schools' principal or designee will select 8 to 10 students for the program."

4. STAFFING

Page 4 - Add to first paragraph: "Funding for these personnel is from the existing DOE Compensatory program and the existing ETO program.

Under following staff positions change numbers to read under DOE:

Delete	1.0	Counselor/Coordinator
	1.0	Teacher, General
	1.0	Teacher, Vocational

Replace with:

	1/3	Time Counselor/Coordinator
	1.0	ALC Teacher

Clarification

The request for the rental monies came about because review of existing vacant DOE and community college facilities cannot provide the space and flexibility needed especially for the vocational training phases of the program.

Respective Community College and the DOE staff will negotiate the lease rental with owners of an appropriate site.

5. THE REMEDIAL-DEVELOPMENTAL PROGRAM

Clarification

Bussing costs will be incurred when taking selected groups of 10th grade students from their respective pilot high school sites to the Kapiolani Community College Ruger campus for the orientation and testing.

Students in the 4th to 7th stanines were chosen for the pilot group because past records indicate that these are the students most likely to enroll in community college programs.

RESOURCE SHARING AND PUBLIC EDUCATION (RESHAPE)
THE REMEDIAL-DEVELOPMENTAL PROGRAM
(A Joint Program Improvement Project Under Vocational Education)

STATEMENT OF NEED

A review of the Community Colleges' records indicates that a high percentage of students enter with insufficient goal direction and/or lack the skills to immediately embark on specific job entry-level training tracks. These students lose valuable time because they either have to change their program of study after a period of trial, or must take remedial or developmental courses in order to acquire the skills necessary to take introductory vocational courses. As an example, of the 2,719 students who took the Kapiolani C.C. Placement Test in 1983, 462 or 17% needed to take remedial courses and 840 or 31% needed to take developmental courses.

OPERATIONAL PLAN

a. Objectives:

The objectives of the Remedial-Developmental Program are as follows:

1. To develop a communications network amongst McKinley and Roosevelt high schools, and Kapiolani C.C. in order that student information will be shared and used for individual student follow-up.

2. To utilize the network to share information relating to course content and course entry level requirements in order to assist students in their decision-making, and to provide appropriate staff with information to modify courses if warranted.

3. To increase the students' awareness of vocational and other career preparation options available at the C.C.'s, and the expected level of student performance in basic skills at the course entry level.

4. To increase the number of students participating in academic skill-building and/or other readiness activities while still in high school.

b. Procedures:

Respective Kapiolani C.C. administrators and faculty will meet with respective DOE personnel on a continuing basis to share course and test information to be used to counsel students, and in making selected curriculum modifications.

Between the two participating high schools 300 tenth grade students will be selected from among those students who score at the 4th to 6th stanine on the Stanford Achievement Test.

The identified students shall be invited to participate in Kapiolani C.C. campus orientation program. This program will include a campus tour, a briefing on the various vocational training options, and each student will be administered the Kapiolani C.C. assessment battery.

Specific student information derived from the test battery will be returned to the respective high school counselors, who will then counsel the individual student participants relative to the preparation necessary for entering those community college programs of that student's choice. It is anticipated that this counseling will result in appropriate course changes during the student's 11th and 12th grade years, which would result in the student being better prepared upon entry to the college.

Hon. Dist. - KCC Remedial-Developmental Project
October 10, 1985 Meeting

Present: KCC - Ralph Ohara, Dean, Student Services
Maida Divanian
Gerald Lamb
DOE - Kenneth Omura, DES, Special Services
Darrell Rumsey, Roosevelt
Roy Ledesma, McKinley

After a brief overview of the remedial-developmental project was given to Rumsey and Ledesma, meeting participants reviewed project objectives and the required activities needed to meet the objectives and timelines by which activities need to be accomplished.

Salient Discussion Points:

1. Selection of Project Students - 300 total Present 10th graders-Class of 1988
   - McKinley - 150
   - Roosevelt -150 Roosevelt counselor indicated that school may have difficulty in identifying 150 students. McKinley will select more students to make up the difference.

2. Selection Criteria

   Stanford Test of Academic Skills (TASK), Level 1
   Reading and Math Stanine Scores

   Priority 1: stanine 4 - 6 in both Reading and Math

   2: stanine 4 - 6 - Math
   3 - 6 - Reading

   3: stanine 4 - 6 - Reading
   3 - 6 - Math

Schedule of Activities 1985-86

October - DOE Minimum Testing Program - 10th graders take TASK
Test data submitted to Student Information Services by 10/31

- Oct. 23rd - Orientation meeting--Hirata Hall, McKinley High, KCC-Roosevelt-McKinley staffs, 2:15 - 3:00 p.m.

December - TASK test results returned to schools

January - Roosevelt/McKinley to identify project students; schools to develop list of students with raw and stanine scores for TASK Reading, Math, and English and transmit list to Ralph Ohara, KCC.

Schedule of Activities 1985-86 (con't)

Early February - KCC placement testing and orientation activities
- possibly, four sessions of about 70 -75 each
- students to take: Nelson-Denny Reading Test
Kapiolani Mathematics Placement Test
-testing site-hopefully, Hirata Hall (Ledesma to check)
-morning testing, lunch (KCC Food Services Program?) and site visitation of both Pensacola and Ruger campuses (need to arrange bus transportation)

- Registration activities carried out at high schools for 1986-87 school year, with March 10th as last day for corrections on printout.

Early March
- Results of placement testing and guidance information from KCC to be sent to Roosevelt and McKinley.
- Roosevelt and McKinley counselors and school staff to carry out educational and career counseling for identified students.

- Changes in course selection as a result of counseling sessions need to be instituted, if needed. Roosevelt and McKinley need to develop procedures for expedient treatment of course change requests.

April/May - Sub-committee on Curriculum (Math and English Depts) work out exchange of information concerning course content and skills requirement. (This activity will have greater impact on 10th graders if completed and information disseminated to school counselors prior to March when counselors meet with students)

1986-87
- Monitor Class of 1988
- Select additional project participants (Class of 1989) from Roosevelt and McKinley; and look towards expanding to Kalani and Kaimuki high schools.

1987-88
- Monitor Classes of 1988 and 1989
- Select additional project participants (Class of 1990) from Roosevelt, McKinley, Kalani, and Kaimuki; expand to Kaiser and Farrington high schools.

Sept./Oct. 1988 - Evaluate incidence of Class of 1988 project participants requiring developmental and remedial course work at KCC (and other community colleges?).

Projected Cost Items: (rough estimation) $1350 total

1. Personnel

Computer Programmer and Testers - total 122 hours
Programmer - 1x50 hrs.x 4.50 = $225
Testers - 4 x 8hrs x 3 x 4.50 = $324 total =$549

2. Bus Transportation

Roosevelt to McKinley to Ruger to Roosevelt x 2 x $85	=	$170
McKinley to Ruger to McKinley x 2 x 60	=	120
		$ 290

3. Test Materials

$500 $500

Note: Definition of "developmental" and "remedial" by KCC

Developmental and remedial level coursework are categorical terms given to any course level below the 100 series irrespective of the student's career goals or program requirements, e.g., Eng. 9V and Eng. 10V would be considered as remedial courses; and Eng.21V to Eng. 55 would be designated as developmental.

A student scoring 11.5 or higher on the placement test will be placed in the appropriate college level course. A student scoring below 11.5 will be placed in the appropriate developmental or remedial course.

If a student chooses to enter the college transfer liberal arts program, he would obviously need to enter the 100 series course work level in order to receive transfer credits. A student entering the secretarial science program may only require Eng. 50 and Math 26 --but, by definition, these courses have been designated as "developmental."

Project Reshape
KCC/DOE
Class of 1988 (present 10B graders)

Remedial-Developmental Program Objectives	Activities / Tasks	SDA	KCC	HDO	Target Date
1. Develop communication network; share and use information for student followup.	1.1 Carry out planning and implementation meetings; identify concerns; review application and enrollment procedures; identify available data on students		X	X	Spring Summer '85
2. Develop communication to share information concerning course content, entry level requirements and modify course content, if warranted	2.1 Identify concerns expressed by KCC staff re % students required to enroll in developmental and remedial courses appropriate to career goals	X	X	X	Sept-May 85-86
	2.2 Review course content of courses taught and basic skills required for successful completion at KCC	X	X	X	Sept-May 85-86
3. Increase student awareness of vocational/career options and basic skills requirements for course training entry	3.1 Orientation meetings	X	X		Mar-86
	3.2 Follow up counseling	X			Mar 86
4. Increase the number of students participating in academic skills building and readiness activities while in high school.	4.1 KCC Placement Testing/orientation		X		Feb 86
	4.2 I.D. students requiring program changes	X			Apr/May 86

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Assessment and Orientation Procedures for The DOE/UHCC Cooperative Project- The Remedial-Developmental Program Project RESHAPE

Staff Orientation Meeting
McKinley High School
October 23, 1985

Prepared by:

Maida Divanian, Ph.D.
Jerry Lamb, Ed.D.
Kapiolani Community College

Assessment and Orientation Procedures
for
The DOE/UHCC Cooperative Project-
The Remedial-Developmental Program
Project RESHAPE

This demonstration project is a joint effort of Kapiolani Community College (KCC) and the Honolulu District, Department of Education for the purpose of improving the academic skills of prospective community college students prior to college enrollment. The project is to be implemented during the Spring 1986 semester and continue through the 1986-87 academic year.

The target population will be comprised of 10th grade students attending Roosevelt and McKinley High Schools. Three hundred 10th grade students will be selected from among those students who score at the fourth to sixth stanine on the Stanford Achievement Test administered during the Fall 1985 semester. Following identification KCC will provide additional orientation and testing functions. Specific information derived from the testing will be returned to the respective high school counselors who will then assist these students in the preparation necessary for entering the community college program of their choice. The subsequent outline details the sequential activities related to the orientation and assessment phase of the program provided by KCC.

During the first week of February 1986 the identified group of students will be invited to participate in a program orientation and testing session. Kapiolani will test approximately 75 students per session at McKinley High School (Hirata Hall). Four sessions will be conducted for the 1986 program. The specific schedule of meetings between the community colleges and high school counselors will be coordinated by KCC's Office of Assessment and Informational Services (OAIS). The entire process which includes both Orientation and Testing will take approximately 5 1/2 hours and will be composed of the following activiites:

I. Orientation - (50 minutes)

   A. Introductory comments - (20 minutes)

      1. Parameters of the special orientation process.

         a. The purpose

         b. The benefits

         c. Relationship of college level instruction to high school courses

1) focus on math requirements

2) focus on English requirements

B. A Short Slide Show to Introduce Kapiolani Community College - (10 minutes)

C. Information on Selected College Programs - (20 minutes)

1. Briefing on various paths of vocational training options

2. The university bound student (Transfer)

II. Testing - This phase is composed of two components; 1) a standarized test for English reading competency and 2) a mathematical competency battery for mathematical concepts and computations.

A. Reading Test - (45 minutes)

Administration of the Nelson-Denny Reading Test (Form E)

B. Math Test - (50 minutes)

Administration of the Kapiolani Math Placement Test (Parts I and II only)

Students will be instructed to complete as many items as they can. This instrument is a power test, which includes math problems beyond the average high school instructional level for 10th grade.

III. Campus Tours and Lunch - (2 hrs. 35 minutes)

Following testing at approximately 11:45 a.m. lunch for the 75 program students will be coordinated between KCC and the high schools. At approximately 12:45 p.m. there will be a short 20 minute tour of the Pensacola campus. Students will then be bused to the Diamond Head (DH) campus for a more indepth 40 minute tour of Kapiolani's new facilities. It is believed that most of the students choosing KCC following graduation in 1988 will probably be attending courses at the DH location. Students will be returned to their high school at approximately 2:30 p.m.

IV. KCC will share information regarding the test scores and recommended courses with the respective high school counselors to aid in course selection during the student's 11th and 12th grade years. The significance of the findings may indicate possible course development and/or curriculum modification. It is hoped that through this planned program of assessing the academic skills of this specific group of students two years prior to college enrollment, and providing necessary instruction and counseling during the students' 11th and 12th grade years it will enhance college readiness for taking college entry level transfer and vocational courses.

Further information may be obtained by contacting Dr. Jerry Lamb or Dr. Maida Divanian 531-4654 ext. 226 or 250, Office of Assessment and Informational Services, Kapiolani Community College.

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Action by
CC KO I gave copy for Dr. Tom Letson
Route to
PW, VO

UNIVERSITY OF HAWAII · KAPIOLANI COMMUNITY COLLEGE
Student Services Center
MEMORANDUM

TO: John Morton
Provost

FROM: Jerry Lamb
Operation Reshape Phase I Supervisor

DATE: March 3, 1986

SUBJECT: Operation Reshape

On February 25, 1986 the Orientation and Testing phase of Operation Reshape was completed. During the three day period February 19, 20, and 25 seventy-three (73) McKinley and one hundred and eighteen (118) Roosevelt High School students were administered the Nelson-Denny Reading Test (Form E) and the Kapiolani Math Placement Test. Following testing each group was given informational tours of both the Pensacola and Diamond Head Campuses.

Approximately six hours each day was required for the scheduled activities. Faculty and staff assisting in this phase were Maida Divanian, Regina Ewing, Kenwrick Chen, Myron Sugiki, and myself from Kapiolani and counselors Roy Ledesman and Robin Goo from McKinley and Roosevelt High Schools respectively. In addition several high school faculty acted as chaperones for the touring groups. The McKinley High School cafeteria provided package lunches each day for touring groups.

All tours included the areas of Secretarial Science, Data Processing and Food Service on the Pensacola Campus and Nursing and Allied Health programs on the Diamond Head campus. Each was conducted in a well organized and interesting manner by all KCC staff concerned. It is believed that the vast majority of the students throughly enjoyed and were interested in the programs and equipment described. They were orderly and well behaved throughout the three long and quite tiring days.

620 Pensacola Street · Honolulu, Hawaii 90814 · Telephone: 531-4654
An Equal Opportunity Employer

Test results were considered quite good and somewhat unexpected from a student population drawn from the four to sixth stanine of 10th grade classes. Seventy-five (39%) of the students tested had reading levels greater than the 11.5 grade equivalent which at KCC would allow them to enroll in the English 100 Freshman English course. Ninety-one (48%) of the students revealed Math levels which indicated they were ready to commence second semester algebra. Of these forty-six were considerably higher at the 27/130/140 math placement levels.

Conversely, fourty-eight (25%) of the students obtained math scores which indicated they still required additional assistance in basic arithmetic functions. Forty-six (30%) of the students were found to read below the 9th grade level, however only seven (4%) of the students tested in what Kapiolani would consider an ELI level.

Tables 1 and 2 display all KCC English and mathematics levels together with Roosevelt and McKinley test score distributions for each.

TABLE 1

Distribution of English Placement Test Scores for Roosevelt/McKinley High School Reshape students.

English Course Level	Number of Students			
	Roosevelt	McKinley	Total	(%)
ELI (English Language Institute)	6	1	7	(4)
English 9V (Basic Reading)	10	1	11	(6)
English 10V (Basic Writing)	27	12	39	(20)
English 21V (Developmental Reading)	17	6	23	(12)
English 22V (Developmental Writing)	21	15	36	(19)
English 100 (College Freshman English)	37	38	75	(39)
TOTAL	118	73	191	(100)

TABLE 2

Distribution of Mathematics Placement Test Scores for Roosevelt/McKinley High School Reshape students.

Mathematics Course Level	Number of Students Roosevelt	McKinley	Total	(%)
Math 001 (Basic Arithmetic)	32	16	48	(25)
Math 24 (Elementary Algebra I)	32	20	52	(27)
Math 25 (Elementary Algebra II)	22	23	45	(24)
Math 27 (Intermediate Algebra)	20	12	32	(17)
Math 130 (College Algebra)	8	2	10	(5)
Math 140 (Trigonometry & Analytic Geometry)	4	0	4	(2)
TOTAL	118	73	191	(100)

Based on available placement test information together with college majors provided by each student a computerized advising sheet was generated for each participant. Several examples of both vocational and Liberal Arts printouts are contained in Appendix I showing various levels of English and mathematics observed. Two copies of each student's recommendations will be given to the High School Counselors; one for the student and one for their official counseling files. An additional copy will be retained in the Kapiolani Assessment Office for the purpose of follow-up research. A complete printout of each students raw test results as shown in Appendix II will be provided each high school counseling staff for more detailed analysis of their students abilities.

Although this phase of Operation Reshape went quite well it is believed the following changes may be well advised for future planning:

a. That orientation and testing be conducted on a separate day from that of the tours.

b. That the tours be conducted prior to testing to allow the students increased information about the programs for which they intend to prepare.

c. Since test results showed higher than expected percentages about the 10th grade reading and mathematics levels it is suggested that the stanine population be lowered to <u>three</u> from the present <u>four</u>. This would increase the number of students available for the project and provide increased remedial assistance to the more needy students.

cc: Ralph Ohara
Leon Richards
Ken Omura

GEORGE R. ARIYOSHI
GOVERNOR

FRANCIS M. HATANAKA
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF DISTRICT SUPERINTENDENT
4967 KILAUEA AVENUE
HONOLULU, HAWAII 96816

HONOLULU DISTRICT

May 8, 1986

MEMO TO: Participants

FROM: V. Omura V. Omura/lk
District Educational Specialist

SUBJECT: PROJECT RESHAPE

My apologies for not getting the minutes out to you earlier. These are the minutes of the meeting. If there are any questions, please call me at 737-0634.

MINUTES OF PROJECT RESHAPE MEETING
MARCH 5, 1986

Present: McKinley--Pam Kobatake, Lori Murakami, Michael Park, Julie Epstein; Roosevelt--Nancy Fujita, Reginald Holbron, Willard Sam Fong, Darcy Wakayama; Kapiolani Community College--Dr. Kyong Chung, Jerry Lamb; District Office--May Hoshino, Kenneth Omura, Velma Omura; Evaluator--Dr. Don Leton

-Discussion on the courses offered or taken by students in Stanines 4-6 was held.

-J. Lamb shared with us the results of the test and letters that were sent to students.

-It seemed that in the math area, most of the students tested out at expected levels or above.

-Discussion began on the courses and content of the courses.

-There were some differences between the high schools and KCC on what was covered in a course; for example, such as pre-algebra.

-Dr. Chung offered to send old exams to the schools so that a comparison of the final exam at KCC and the course offered at the high schools could be made.

-Some discussion also centered on the fact that most of the math faculty at KCC are part-time instructors and that very few had taken any education courses.

-The math faculties at both high schools will look at the students in the project what math courses they are now taking, their performance in the classes and how it correlates with the recommendation from KCC.

VO:lk

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

DRAFT 9-12-

AN ARTICULATED SCHOOL ALIENATION PROGRAM

Statement of Need

Data has shown that about 5 to 10 percent of the student population in most high schools are alienated to the traditional school arrangement.

In order to provide another educational setting for a limited number of alienated high school students, the DOE for the past several years has contracted for job entry level vocational training through the Community College's Employment Training Office. In addition, Alternative Learning Centers have been provided off the high school campuses to provide for the interests and needs of other alienated students.

It has been found that of 120 severely alienated students served annually by the six existing centers approximately half of them find much difficulty handling the traditionally academic curriculum even if the mode of instruction has been varied. It has been found that those students referred to the ETO program could function more successfully in a vocationally oriented setting.

Objectives

1. To provide instruction in the basic academic skills with an emphasis on those skills which will benefit the students most in the vocational training area of their choice.

2. To integrate the academic portion of the program with the existing vocational training provided by the Career Opportunities Program of the Employment Training Office.

3. To provide intensive individual and group counseling services to the students in order to develop more positive social attitudes.

4. To reduce the intensity of any attendance problems.

Operational Procedures

An Articulated School Alienation Program consists of two integrated components - General Education and Vocational Preparation.

Selected alienated students will receive integrated instruction focused on the acquisition of basic knowledge and skills, the mastery of essential competencies and specific vocational training. The academic parts of the program will be taught by DOE ALC personnel and the vocational training by Employment Training Office personnel.

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Locations

It is anticipated that the program will function best when both components, and supportive counseling services are located in close proximity to each other. In anticipation of the ETO program moving to the Pensacola site when it is vacated by Kapiolani C. C., the two components of the program will be located at ETO's Kapalama site on Moowaa St.

Schools Involved

The two schools participating in the Articulated School Alienation Program will be McKinley High School and Roosevelt High School.

Target Population

Students eligible to participate in the program are those identified as alienated or severely alienated by the respective school screening committees using the criteria specified on the CSAP Form 1.

Each of the two participating schools' principal or designee will select 8 to 10 students for the program. (The maximum number of students to be served by the program at any given time will be 20.)

Administrative Function

The principal of Roosevelt High School will be responsible for the coordination of the Articulated School Alienation Program.

The principal of McKinley High School will have responsibility for the Central ALC which will also service students from both high schools but will function independently from the Articulated School Alienation Program. The Central ALC program will thus serve as another alternative available for students who may not qualify (16 years of age or older) or who may choose not to participate in the Articulated School Alienation Program.

Staffing

Instruction in the General Education component and counseling services will be provided by DOE staff, and instruction in the Vocational Preparation component will be provided by the ETO faculty. Funding for these personnel is from the existing DOE Compensatory program and the existing ETO program.

It is planned that the following staff positions will be utilized in the program components:

1/2 Time Counselor/Coordinator
1.0 ALC Teacher/Coordinator
1.0 Part-Time Teacher

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Intake Procedure

Students referred to the Articulated School Alienation Program will be processed through the screening committees at their respective schools.

The following forms must be completed and signed before any student can be accepted into the program:

1. Referral Form (ALC Form 101)
2. Career Opportunities Program Student Application Form (COP/ETO-3)
3. Intake Criteria Form (ALC Form 201B)
4. Student/Parent/Guardian Agreement Form*

Progress Reports

Student progress will be reported to parents/guardian and the referring school on a (*) basis through the Student Progress Report Form* prepared by the ASAP teacher/coordinator.

Termination Procedure

Students terminated from the Articulated School Alienation Program will return to the school from which they were referred. A Student Termination Form* will be prepared by the ASAP teacher/coordinator and forwarded to the referring school prior to the return of the student to the high school campus.

* These forms are a combination of present Alternative Learning Center (ALC) forms and Career Opportunity Program forms and are in the process of being prepared for future implementation.

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Monitoring and Evaluation Procedures

The District will monitor and implement an evaluation plan to measure the effectiveness of the Articulated School Alienation Program. The State Evaluation Section will be assisting the District in gathering and analyzing the data.

In addition, the ASAP teacher/coordinator will maintain records of the students' progress for internal evaluation purposes.

BEST COPY AVAILABLE

1985-86
ARTICULATED SCHOOL ALIENATED PROGRAM
847 Moowaa Street
Honolulu, HI 96817

Overview

The Articulated School Alienated Program is designed as an off-campus alternative for students who cannot cope with regular school curriculum, traditional classroom settings and/or are having difficulty adjusting to their present stage of development for various reasons. Students serviced in this program require additional motivation to achieve and succeed due to social/emotional problems. These problems may be manifested in such negative ways as in poor attendance, poor academic performance, disruptive and sometimes violent behavior, disregard for authority, and drug and alcohol abuse.

What makes ASAP unique from other alternative programs is that, along with each student receiving instructions in basic skills, the program affords each student an opportunity to be involved and participate in:

-learning employment seeking skills
-planning and organizing vocational related field trips
-attending workshops and seminars dealing with successful work strategies and concepts
-in-school employment practice and training
-identifying and setting realistic career goals
-individual and group guidance counseling with professional and vocational counselors
-vocational related academic instruction
-career exploration-observation and participation in vocational programs and job sites.

The program seeks to provide a non-threatening, success oriented environment to assist each student in academic and vocational achievements, as well as, offering the student individual guidance and instruction in strategies for dealing with their social/personal problems so that he/she may function as a responsible young adult at school, at home, on the job, and in the community.

ASAP recognizes that students learn in different styles and at varying rates. Therefore, flexibility in the organization and implementation of the curriculum is stressed to meet the needs of each student.

Individualized academic instructions are available in the following areas:

-Language Arts
-Social Studies
-Math
-Science
-Health, Physical Education
-Speech
-Art
-Guidance

The basis for curriculum and instruction at ASAP are the 8 Foundation Program

Objectives established by the Hawaii State Department of Education in 1975, which are:

1. Develop basic skills for learning and effective communication with others.
2. Develop a positive self-concept.
3. Develop decision-making and problem-solving skills.
4. Develop independence in learning.
5. Develop physical and emotional health.
6. Recognize and pursue career development as an integral part of personal growth and development.
7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.
8. Develop creative potential and aesthetic sensitivity and appreciation.

Parent-School Partnership

How you feel about school and learning has a great influence on your child's own attitude toward school and learning.

As a parent, you have an opportunity to make a big difference in how much and how well your child learns.

You are an important teacher to your child, and a valuable partner of your child's classroom teachers. Together, we can assist him/her in developing a desire for academic competency, in improving self-concept and self-esteem, and in career exploration success.

Support from our parents is essential. You can become involved by doing the following:

1. Take a sincere interest in what has been taught and experienced by him/her during the course of the day.
2. Listen, really listen, without interrupting, forming judgemental statements, or criticism. You just might be amazed at what uninterrupted listening can do for your relationship with your child.
3. Share thoughts and feelings and appreciation often.
4. Share in the excitement of learning by providing varied new experiences and opportunities.
5. Encourage your child to help with household chores, always acknowledging how important his/her contributions are to the home.
6. Provide a positive atmosphere in the morning when sending your child off to school, that he might arrive to school with a good disposition and be able to perform at his best.

Report cards will be sent home at the end of each quarter, unless a Parent-Teacher conference is held that week where the parent can attain the report card.

Parent-Teacher Conferences

Parent-Teacher conferences will be held during the following weeks of the 1985-86 school year:

November 12 - 15
January 27 - 31
April 14 - 18

Conference appointments will be scheduled one week prior to conference week. A member of our staff will contact you for scheduling at that time.

Tentative Class Schedule

Monday through Friday:

8:10 - 8:40	Math	World History	U.S. History
8:45 - 9:20	English	Modern Hawaiian History	
9:25 - 10:00	Employment Orientation		
10:00- 10:15	Break		
10:20- 10:55	Physical Education	Health	Art (Drama,Music,Crafts)
11:00- 11:30	Independent Study		
11:30- 12:15	Lunch		
12:20- 12:55	Today's World		
1:00 - 1:35	Guidance and Counseling		
1:40 - 2:10	Self Evaluation		
2:10 - 2:30	Employee Wrap-Up		

Please feel free to call us regarding any concerns or questions you might have regarding your child.

Phone:_____

Arlette Kealoha, Teacher-Coordinator
Doreen Dudoit, Teacher
Faye Uyeda, Outreach Counselor

INTAKE AND SCREENING FORM

STUDENT'S NAME_____ I.D.No._____ Birthdate_____ AGE_____

ADDRESS_____ City_____ Zipcode_____

Person & Relationship of person student residing with:_____

Business Phone_____ Home Phone_____ Current T.B.Card attached:YES___NO___

Medical Insurance Plan_____ In case of emergency contact & no._____

Referring School_____ Contact Person & no._____

Agencies, contact person, & phone nos.,if any:_____

_____

ELIGIBILITY CRITERIA FOR CSAP

(Please check as many appropriate statements)

___2 or more courses failed

___1 or more grade behind

___Failed HSTEC

___10 or more unexcused absences

3 or more disciplinary referrals

___Crisis referral/suspensions

___Adjucicated or Status Offender w/Family Court

___Other_____

CATEGORIZED AS: ___ALIENATED(2 or 3 pts.) ___SEVERELY ALIENATED (4+)

Present Program:(from Home School)

SUBJECT Grade(to this date) # of Absences from 9/4-Present

_____

_____

_____

_____

_____

_____

EXTRA CURRICULAR ACTIVITIES:_____

IF STUDENT IS PRESENTLY EMPLOYED:(Where and no. of hrs. per week)_____

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___STUDENT WOULD LIKE TO CONTINUE WORKING FOR A HIGH SCHOOL DIPLOMA

IF PURSUING A HIGH SCHOOL DIPLOMA -FILL IN BELOW:

SUBJECTS AND CREDITS NEEDED:

ENG.I___

ENG. II___

ING.III___

ENG.IV___

WORLD HISTORY___

U.S.HISTORY___

MOD.HAWN.HIS.___

ELECTIVE SOCIAL ST.___

MATH___

SCIENCE___

P.E.___

GUIDANCE___

HEALTH___

ELECTIVES____

Narrative Summary of why this student is being recommended into this program:

_____

_____

_____

_____

Behavicral or academic areas that need to be improved in order to be mainstreame or able to enter the work force:

BEHAVIORAL:

_____

_____

_____

ACADEMIC:

_____

_____

_____

Significant other(s) you have worked with on behalf of student:(ie.,guardian,P.O etc.)

_____

ANTICIPATED ENTRY DATE INTO PROGRAM:_____

FORM COMPLETED BY_____PHONE_____

KA MANA O NA OHANA

BEHAVIORAL AND ATTITUDINAL EVALUATION

STUDENT_____DATE_____

AREAS OF COMMENDATION:

_____INITIATIVE
_____COOPERATIVENESS
_____WELL-MANNERED
_____RESPECTFUL TO PEERS
_____RESPECTFUL TO AUTHORITY
_____MAXIMIZES TIME ON TASKS
_____ABILITY TO COMMUNICATE CLEARLY
_____RESPONSE TO CRITICISM AND CORRECTION
_____HONEST
_____OPENNESS
_____CONFIDENCE

AREAS THAT NEED IMPROVEMENT:

_____PUNCTUALITY_____
_____RESPECT AND REGARD FOR OTHERS_____
_____
_____HONESTY AND OPENNESS_____
_____WORK HABITS_____
_____UTILIZATION OF TIME _____DEVELOPING INDEPENDENCE IN TASKS
_____QUALITY OF WORK_____QUANTITY OF WORK
_____INAPPROPRIATE BEHAVIORS_____
_____
_____COMMUNICATION SKILLS_____
OTHER AREAS OF CONCERN:_____
_____

AREAS THAT MUST BE IMPROVED UPON IN THE 2nd SEMESTER

_____
_____
_____
_____

CONSEQUENCES FOR CONTINUATION OF PROBLEMS:_____
_____
_____

DATE_____ STUDENT_____

PARENT/GUARDIAN_____

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MID SEMESTER EVALUATION-KA MANA O NA OHANA(L.S.A.P.)

NAME_____GRADE_____AGE_____

ANSWER AS CLEARLY AND HONESTLY AS POSSIBLE:

CHECK ALL APPROPRIATE STATEMENTS: _____I came to this program because of failing in regular school

___I came to this program because my parents made me. ___I came to this program because I want to be ready for the work orld.

___I came to this program because I was getting into trouble on the regular campus. ___Attendance

---

Since I came to this program I have: (REGARDING ATTENDANCE ONLY) ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly improved at all

(REGARDING AMOUNT OF ACADEMIC WORK) ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly at all

(REGARDING QUALITY OF ACADEMIC WORK) ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly at all

(REGARDING MY ATTITUDES) On self-confidence: ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly improved at all

On being responsible: ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly at all

On relating to my peers: ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly at all

On relating to people in authority positions-adults in general: ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly at all

In dealing with problems in a positive and assertive way: ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly improved at all

In relationship to my parents/guardian: ___Improved 100% ___Improved more than 50% ___Improved a little ___Hardly at all

---

ANSWER THE FOLLOWING STATEMENTS:

Thoseacademic classes here are: ____helpful and relevant ___o.k. ___boring

My best class is:_____

In regards to counseling:____it is there when you need it ___helpful ___not available enough

Guidance or group counseling is ___helpful and relelent ___o.k. ___boring

EMPLOYEE ORIENTATION AND WORLD OF WORK is : ___helpful and relevant ___o.k. ___buring

The program rules and expectations are: ____strict but fair ___strict and not fair ___not strict ___a cruise

LIST ANY NEW EXPERIENCE OR SKILL YOU HAVE GAINED SINCE ENTERING THIS PROGRAM, IF ANY:

If you had a choice, would you like toreturn to the regular campus? ___yes ___no

What can you get here that you cannot get on the regular campus? _____

NAME _____ STUDENT PROGRESS SHEET WEEK OF _____

Areas of evaluation	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	COMMENTS
WORK HABITS consistent						
works o.k.						
Ignores direction						
RESPONSIBILITY assumed responsibility						
reliable						
unreliable						
EFFORT diligent						
SATISFACTORY EFFORT						
"quitter"						
REACTION TO AUTHORITY very cooperative						
accepting						
HOSTILE						
Parent Signature _____						
TEACHER SIGNATURE _____						

COMMENTS BY PARENTS/GUARDIANS: _____

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ARTICULATED SCHOOL ALIENATION PROGRAM

PERIODIC EVALUATION

STUDENT'S NAME _____ EVALUATION PERIOD: FROM _____ TO _____

HOME SCHOOL _____ TOTAL DAYS IN PROGRAM ____ DAYS PRESENT _____ DAYS ABSENT _____

NO. OF TARDIES _____ NO. OF CUTS _____

NO. OF SUSPENSIONS: _____ REASONS FOR SUSPENSIONS: _____

Areas of Evaluation						COMMENTS
WORK HABITS	Ignores Directions	Follows some directions	Works o.k.	Steady worker	Efficient Consistent	
Quality of Work	Very Poor	Minimal	Passable	Above Average	Strives for Excellence	
SELF-ESTEEM	No Self-Confidence	Insecure, Defensive	Balanced Attitude	Positive Self-Image	Self-confident and Secure	
RESPONSIBILITY	Unreliable	Sometimes Reliable	Usually Reliable	Reliable	Assumes Responsibility Well	
MOTIVATION	Apathetic	Sometimes motivated	Generally motivated	Interested in excelling	Highly Involved and motivated	
EFFORT	"Quitter"	Applies Minimal Effort	Shows Satisfactory Effort	Shows Growing Determination	Determined, Persevering and Diligent	
PEER RELATIONS	Uncooperative	Sometimes Hard to Work With	Generally Cooperative	Works Very Well with Others	Outgoing, Warm, and Cooperative	
REACTION TO AUTHORITY	Hostile	Indifferent	Accepting	Generally Cooperative	Exceptionally Cooperative	

SUMMARY

_____

STAFF SIGNATURE _____ DATE _____ STUDENT SIGNATURE _____

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WORK STUDY AGREEMENT

As of _____ (Date), _____ (Name) will spend _____ (no.) hours on _____ (Days) at the _____ (Place) under the supervision of _____ (name).

OBJECTIVES:

_____

_____

_____

_____

SKILLS THAT WILL BE LEARNED:

_____

_____

_____

_____

DATE OF FIRST EVALUATION: _____ PROBATION PERIOD: _____

CONFERENCE DATE: _____

My child _____ has my approval to participate in the Work Study program. I understand that he/she will spend the specified days and time at the worksite rather than atttending school. I will not hold the school, company(worksite) personnel for any injury that may occur at the site.

Date _____ Signature _____

Medical Plan _____ Emergency Nos. _____

Contact Person _____

Counselor or school contact: Fay Uyeda: 845-8721,526-3131
Arlette Kealoha: 845-8721

SUMMARY OF CONFERENCE

STUDENT _____ DATE _____

PERSONS PRESENT: _____

_____

TYPE OF CONFERENCE:

___Mid-Probation assessment conference

____Post-Suspension conference

___End of Probation conference

___Pre-entry conference

___Other(explain) _____

OUTCOME

WHAT STUDENT WILL DO: _____

_____

_____

_____

_____

WHAT PARENT WILL DO: _____

_____

_____

_____

_____

WHAT STAFF WILL DO: _____

_____

_____

_____

_____

NEXT SCHEDULED CONFERENCE DATE: _____

I attended this conference and am in agreement with my portion of the outcome.

date _____

STUDENT'S SIGNATURE _____

PARENT/GUARDIAN'S SIGNATURE _____

STAFF SIGNATURE _____

_____

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NAME _____

MATH - TEST EQUAL MEASUREMENTS

Complete the following information:

1 tablespoon = ____ fluid ounces		1/2 cup = ____ tablespoons	
1 bushel = ____ pecks		1 quart = ____ cups	
1/4 cup = ____ tablespoons		3/4 cup = ____ fl. oz.	
1 quart = ____ pints		1/3 cup = ____ tablespoons plus ____ teaspoons	
1/2 cup = ____ fl. oz.			
2/3 cup = ____ tablespoons plus ____ teaspoons		1 pint = ____ cups	
		1 cup = ____ tablespoons	
1 tablespoon = ____ teaspoons		1 gallon = ____ quarts	
1 peck = ____ quarts		3/4 cup = ____ tablespoons	
1/8 cup = ____ fl. oz.		1/8 cup = ____ tablespoons	
1 cup = ____ fl. oz.		1/4 cup = ____ fl. oz.	

Answer each question using the information above.

1. For a pot luck you have decided that you are going to make a special dessert that calls for 2 cups of milk. Because there will be a lot of people there you need to double your recipe. How much milk will you need? _____ or _____

2. You need 16 T of sugar. But are too lazy to measure a tablespoon 16 times. What would an equal measurment be? _____

3. You're working at ETO food service. And the chili recipe calls for 1 peck of stewed tomatoes. What is 1 peck equivalent to? _____

4. You've finally moved out on your own. You and 3 of your friends decide to go out for some ice cream. Totaling the amount of ice cream you've all eaten it comes out to 1 gallon. How much ice cream have each of you eaten? _____

5. You're making a glaze that calls for 1/4 cup of powdered sugar. You don't want to make the whole recipe so you'll only make half a recipe. How much powdered sugar will you need if you're only making half a recipe? _____